

EFFECTIVE ENGLISH and LETTER WRITING



SOUTH BEND BUSINESS COLLEGE
SOUTH BEND, IND.

Manago Co.
South Bend, Ind.

Miss Shapiro,
1609 S. Franklin St.
So Bend Ind.
Bell phone 2780

Effective English

AND

Letter Writing

A PRACTICAL DRILL IN THE PRINCIPLES OF GRAMMAR AND THEIR APPLICATION TO BUSINESS FORMS, CUSTOMS AND USAGES, CONSISTING OF A SERIES OF CAREFULLY GRADED LESSONS THAT TRACE BY EASY STEPS THE NATURAL DEVELOPMENT OF THE SUBJECTS TREATED.

1915 EDITION

ELLIS PUBLISHING COMPANY
BATTLE CREEK, MICH.

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PREFACE

The purpose of this book is to give a thoroughly practical drill in English and to acquaint the student with its application to business forms, customs, and usages.

Every one who expects to write good English should master the elementary forms and principles of grammar, and this should be done in connection with composition and critical reading.

Effective English and Letter Writing has been developed by the elimination of the non-essential, by the omission of much that is technical, and by emphasizing those things that have a direct bearing on the work of a stenographer, bookkeeper or office worker.

Much of the material is not new, but a great deal of it is the outcome of the authors' own practice in teaching the subject.

W. W. KENNEDY,
T. B. BRIDGES,

Authors.

Effective English and Letter Writing

LESSON 1—The Parts of Speech

1. The words of the English Language have been divided, according to meaning and use, into eight general groups, called Parts of Speech. These are:

1. **NOUNS**, or names of persons, places, objects, or ideas; as, *man, desk, George, truth, opportunity*. Proper nouns are names of persons, special places, and things, and should always be capitalized; as, *Jersey City, Mary, Lake Erie, Dr. A. G. Case*.

2. **PRONOUNS**, or words used instead of nouns, and to avoid their repetition; as, *he, her, them, who*.

3. **VERBS**, or words expressing action or being, and used to affirm something of some person or thing; as, *run, come, strike, appear*.

4. **ADJECTIVES**, or words that are used to describe, limit, or modify the meaning of a noun or pronoun; as, *good, large, beautiful*. Proper adjectives are adjectives derived from proper nouns and should usually be capitalized; as, *English goods, German exports, Roman letters*, but not such words as *newfoundland dog, maltese cat, morocco leather, china cups, etc.*, as constant use has disassociated them from their particular character.

5. **ADVERBS**, or words used to modify the meaning of verbs, adjectives or other adverbs. They usually tell how, when, or where; as, *quickly, immediately*.

6. **PREPOSITIONS**, or words used to show relations between their objects and some word to which the object refers; as, *in, by, to, between, among*.

7. **CONJUNCTIONS**, or words used to join words, sentences, or parts of sentences; as, (co-ordinate) *and, or, nor, but*, (subordinate) *if, because, where, when, etc.*

8. **INTERJECTIONS**, or words thrown in to express pain, surprise, or other emotions; as, *O, oh, hurrah*.

Exercise 1-a

2. Name the parts of speech in the following sentences:

1. London is the largest city in the world, and New York is the largest city in the United States.
2. Cato, the Roman orator, was always repeating, "Carthage must be destroyed."
3. Duty and pleasure seldom travel on parallel roads.
4. Street corners are poor colleges, and they produce more loafers than they do business men.
5. "Gray hairs and wrinkles, too, may come, but a happy heart is always young."
6. Prefer loss to unjust gain, but hold manfully to the right.
7. Truth, goodness, and charity of mind are to be obtained only by strenuous self-denial.
8. Religion is the best armor in the world, but the worst cloak.
9. It is not how much you do, but how well you do your work, that marks your character.
10. Cleveland is an important lake port of Ohio on Lake Erie.

Exercise 1

3. Arrange the words in the following sentences in columns; all the nouns in one column, all the verbs in another, and so on according to the use of the word in the sentence:

1. Mary and James lost their books this morning.
2. The man, as well as the boy, was driven from the hall.
3. The sacredness of the occasion had no influence upon his conduct.
4. Philadelphia is the largest city in Pennsylvania.
5. Faith, hope, and charity are the three virtues.
6. "Our whitest pearl we never find;
Our ripest fruit we never reach;
The flowering moments of the mind
Drop half their petals in our speech."
7. You should set a high price upon your leisure moments, for they are sands of precious gold.
8. On Thursday, June 26, 1909, the Baltic set sail for Liverpool, England.
9. Hear, O heavens, and give ear, O earth.
10. Cherish patriotism, it is each citizen's birthright.

LESSON 2—Capital Letters

4. Begin with a capital letter:

1. Every new sentence.
2. The first word in every line of poetry; as,
"Alas, for those who never sing,
But die with all their music in them."
3. The first word in every direct quotation, forming a sentence; as,
Did the lady ask, "Where did you get the lilies, Mary?"
4. All proper nouns. This includes names of persons, countries, cities, towns, streets, geographical divisions, days of the week, and names of

the months; as, John Wilson, America, Oakland, Hayward, Maple Avenue, Lake Superior, Wednesday, July, Christmas.

5. All names of the Deity and all words and pronouns referring to the Deity; as, The *Providence* of some writers is but *God's* way of executing His laws.

6. The pronoun *I* and the interjection *O*, but not *oh*, unless it is the first word in a sentence.

7. Most abbreviations, and titles of honor and distinction; as, Atty., C. O. D., Hon., LL. D., Rev.

8. The first word in phrases or clauses separately numbered or paragraphed; as, The complete study of a word involves four things: 1. How to pronounce it. 2. How to spell it. 3. What it means. 4. How to use it. If the numbers, however, are enclosed in parentheses, capitals are not used; as, The complete study of a word involves four things: (1) how to pronounce it. (2) how to spell it.—etc.

9. Nouns vividly personified; as, Thereupon Fancy began to bestir herself.

Observe the use of capitals in the following: Southern California. The Daily News. Woman's Christian Temperance Union. The East depends upon the West. He traveled east as far as Denver. *If you have a reasonable doubt about the use of a capital, it is better not to use it.*

In this and the following lesson no attempt has been made to treat exhaustively the subjects of Capitalization and Punctuation, but to present only their more important functions.

LESSON 3—Punctuation

5. Use a Period (.):

1. At the end of every declarative or imperative sentence, not used in an exclamatory way; as, Politeness costs nothing and wins everything. Be diligent in your business.

2. After abbreviations and initials; as, Acct., Dec., J. N. Day, M. D., Rev., Ph. D.

3. After *yes* and *no* when used alone; as, Did you see him? No.

6. Use a Comma (,):

NOTE.—Only a few of the most common uses of the comma are presented here. For a fuller discussion see page 62.

1. To separate the parts of the "heading of a letter;" as, Oakland, Cal., February 15, 1912.

2. After the parts of a complimentary address of a letter; as,
Hon. Andrew J. Palm,
25 Park St.,
Meadville, Pa.

3. To set off words of direct address, and explanatory phrases and clauses; as, "Come, Ralph," said Mathew, the old schoolmaster, "and recite your lesson."

4. To follow the complimentary closing of a letter; as, Very sincerely yours,.

5. Introductory and intermediate expression; as, *However*, the law, *without fear or favor*, must be made to apply to all law breakers.

6. To separate a series of words, phrases, or clauses when the connectives, or any of them, are omitted; as, Rubies, amethysts, diamonds, and all other precious gems must be carefully guarded. Men of silence, of force, of action, and of character, are always in demand.

7. Use an Interrogation Point (?):

1. At the close of a direct question; as, Do good letter writers consider punctuation important?

2. After an interrogative phrase or clause stated in the body of a declarative sentence; as, The question, Who will feed the orphans? is an important one.

8. Use an Exclamation Point (!):

1. After words expressing strong emotion, such as fear, horror, etc.

2. After a sentence, though interrogative in form, expressing strong emotion; as, Who dares set a limit to God's mercy!

9. Use a Semicolon (;):

1. Before such words as *namely*, *as*, *thus*, etc., introducing an illustration or an enumeration. (See paragraph 9, part 3.)

2. After each item in a series of statements; as, Paid June 10, \$350; Sept. 4, \$25; May 5, \$150.

3. To separate the parts of a compound sentence when one or more members contain commas; as, The wise man wins renown; the fool, notoriety.

10. Use a Colon (:):

1. Between figures indicating time; as, 9:45.

2. After the salutation in a letter; as, Dear Sir: Gentlemen:

3. After the word *following* when used before an enumeration; as, Copy the following:

4. After the introduction of a formal quotation; as, Grant at once replied: "No terms except an unconditional and immediate surrender."

11. Use the Dash (—):

1. When there is a sudden transition in thought; as, He is a model pupil—when the teacher is watching him.

2. To denote the omission of letters; as, G—t was a commander.

3. To denote a summing up of particulars; as, father, mother, brother, sister — all are dead.

12. Use the Apostrophe ('):

1. To form the possessive case; as, The Germans' national policy. Men's apparel. Ladies' hats.

2. To denote the omission of one or more letters or figures; as, O'er the woodland gay. The year of '76.

3. To form the plural of letters, signs, and figures; as, Dot your i's. Make your t's plainer.

13. Use a Parenthesis ():

1. To enclose an incidental remark, independent of the grammatical construction of the sentence; as, Water vapor (steam) is only about half the weight of dry air.

14. Use a Hyphen (-):

1. Between the parts of a compound word; as, boot-box. When the first word indicates the material of which the second is made, do not use the hyphen; as, paperbucket.

2. After part of a word left at the end of a line. Never separate a word so that a syllable consisting of one letter shall stand alone.

3. A participial adjective coming before a noun should usually be separated from the noun by a hyphen; as, printing-press, sewing-machine.

4. Several words united to make up a single expression should be hyphenized; as, a ten-dollar-a-week-man.

A careful observation of this text will enable you to master the use of the hyphen. Note the following: Twenty-fold, fourfold, snow-shoe, bookkeeper, one-half, half-dollar, twenty-five, sweet-faced girl. When in doubt regarding the use of the hyphen consult the dictionary.

15. The interrogation mark, the exclamation mark, and the dash may be used to indicate doubt, sarcasm, ridicule, etc.; as, He made a truthful (?) statement concerning the matter. That man honest (!). Oh, yes, he's generous — to himself.

16. Use Quotation Marks (" "):

1. When one introduces into his composition the exact words of another, those words should be enclosed within quotation marks (" "); as, Pope tells us,

"Honor and shame from no condition rise;
Act well your part, there all the honor lies."

2. The first word of a direct quotation that expresses a complete thought should begin with a capital; as, The teacher said, "Bring me your book, John."

3. When only part of a sentence is quoted, the first word of the quotation does not begin with a capital; as, He used the expression "our honored dead" very effectively.

4. An indirect quotation should not begin with a capital letter, should not be set off by a comma, nor enclosed in quotation marks; as, Coleridge says that *experience is the best schoolmaster*.

5. A quotation within a quotation should be enclosed within single quotation marks; as, The orator declared: "The most striking expression of compassionate mercy I know, was Lincoln's proclamation, 'With malice toward none and charity to all, etc.'".

6. Extracts from another's composition should be followed by a period and a dash if the author's name follows on same line with last word, otherwise a period is sufficient; quotation marks are unnecessary: as, Be sure you are right, then go ahead.—*David Crockett.*
or, Be sure you are right, then go ahead.

David Crockett.

7. A title following a name should be separated from it by a comma; as, William R. Vogel, Esq.

Exercise 2

17. Punctuate and capitalize the following:

1. 37 Crystal st st keyen cornwall oct 25 1911.
2. the yahoos in swifts gullivers travels are brutes with the shapes of men
3. dombey florence of dombey and son marries walter gay
4. they will without doubt disregard your advice.
5. young men who are educated who are energetic and who are honest can find employment.
6. the master said william present your excuse.
7. hon james a garfield 325 vineland ave canton ohio was one of americas greatest statesmen
8. william zealous the faithful student was recommended for the position
9. we have remitted you money for which we have had no receipts as follows
may 15, 1909 \$275 sept 12 1909 \$350 dec 23 1909 \$400
10. as caesar loved me i weep for him as he was fortunate i rejoiced at it as he was valiant i honor him but as he was ambitious i slew him there are tears for his love joy for his fortune honor for his valor and death for his ambition
11. fred went fishing john went hunting and george i dont know where he went

LESSON 4—The Sentence

18. Any arrangement of words that will clearly express a thought is a Sentence. A sentence must contain at least two elements: the person or thing about which something is told, or the subject; and, the word or words that tell something of the subject, or the predicate; as, The boy is idle. *Boy* is the subject, and *is idle*, the predicate. No matter how many other words, or groups of words, relating to the subject and the predicate may be included, if either of these two essential elements is absent it is not a sentence.

1. A sentence used to make a statement is called a Declarative sentence; as, The path of industry is the path to success.

2. A sentence used to express a command or a request is an Imperative sentence; as, Go where duty calls thee. Bring the book, please.

3. A sentence used to ask a question is an Interrogative sentence; as, Is genuine pleasure ever the outgrowth of idleness?

4. A sentence used to express strong emotion is an Exclamatory sentence; as, See, the house is on fire!

5. A sentence that makes but one statement is a Simple sentence; as, The dog runs swiftly. A Simple sentence may contain an indefinite number of words or phrases, grouped about the subject and the predicate as modifiers of these elements; still, if only one statement is made by the expression it is a Simple sentence.

19. To determine the subject of a sentence, put WHO or WHAT before the verb to form a question; as, in the sentence, The boy studies telegraphy. *Who* studies? Boy. Therefore *boy* is the subject. Similarly a question may be formed to ascertain the predicate: *What* does the boy do? Studies.

Exercise 3

Separate the following sentences into subject and predicate:

1. The industrious boy works hard.
2. The ambitious student is anxious to succeed.
3. The beautiful flower exhaled an intoxicating fragrance.
4. Notes and checks are negotiable paper.
5. English is an important study.
6. Courtesy pays a large dividend.
7. Is it good business policy to employ incompetent help?
8. Down the chimney Santa Claus came.
9. Up from the Valley of Death, rode the six hundred.
10. By the wayside on a mossy stone sat a hoary pilgrim.

LESSON 5—Business Letter Writing

20. In learning to write easily and accurately there is no substitute for faithful and painstaking practice. One may have at his tongue's end all the rules of grammar and rhetoric, and still be unable to write either accurately or intelligently. As a general rule, people like to do those things that they *do well*; while the disagreeable things are those they do indifferently. This is one reason why most people find letter writing, or other composition, such an unwelcome task. Another reason is, that they attempt to write without preparation or plan. You should always study your subject before attempting to write. It is hard to write from an empty mind. To know well what one wants to write is more than half the battle.

A letter that is worth writing at all is worth writing carefully. A slovenly letter is indicative of a slovenly and untrained mind. A poorly constructed letter creates, not only an unfavorable impression, but disrespect for the writer, and often defeats the purpose for which it was written. Do not hesitate to write and rewrite a sentence until it is as nearly perfect as you can make it. This practice will be of great help to you in acquiring skill in composition. Be brief, but do not sacrifice clearness for brevity.

On the following page is a model form of a typewritten letter (To be copied by the student.)

528-16th Street,
Oakland, Cal., April 13, 1915.

Mr. B. A. Student,
1772-21st Ave., Oakland, Cal.

Dear Sir:

Business letters should contain the substance of what one would say were he face to face with the person written to. They should be clear, concise, and explicit. Great care should be taken as to arrangement, punctuation, capitalization, spelling, and wording.

The date and writer's address in full should be written on the right-hand side of the page on the first line commencing in the middle of the paper, as in this letter. A comma should follow each item, and a period should follow the year.

Leaving a suitable margin on the left-hand side of the page, place the name of the person or persons written to on the line below the heading. On the next line below, and three-fourths of an inch from the margin, place the address. Follow each item by a comma and place a period at the end.

The formal address or salutation should be either, "Dear Sir:", "Dear Madam:", or "Gentlemen:". It should be on the next line below the address, starting at the margin and should be followed by a colon. Begin the body of the letter on the line below the salutation, and start directly underneath the colon.

Make a new paragraph for every distinct thing you wish to impress upon the reader. Capitalize only the first word of the complimentary closing. The words of closing should be followed by a comma, and always written on a line by themselves, starting near the center of the page.

I hope you will find this explanation sufficiently clear and comprehensive.

Yours sincerely,

G. W. Collins.

21. The following are model forms for opening and closing letters:

(1)

Oakland, Cal., Jan. 4, 1915.

The International Brick Co.,
Boston, Mass.

Gentlemen:

* * * * *

Yours truly,

John A. Carless.

(2)

1246 Washington St.,
San Francisco, Cal.,
February 24, 1915.

Clara H. Plummer,
Dayton, Ohio.

Dear Madam:

* * * * *

Very truly yours,

The International Brick Co.

Per G. B.

(3)

Room 214, Pacific Bldg.,
San Jose, Cal., March 1, 1915.

Miss Agnes Hanson,
46 Fremont St., Oakland, Cal.

Dear Miss Hanson:

* * * * *

Respectfully yours,

L. M. Jones.

(4)

Rooms 144-146-148 Mohl Bldg.,
978 Cunningham St., N.,
Chicago, Ill., Feb. 6, 1915.

Mr. W. C. Thompson, Gen. Mgr.,
The Protective Insurance Company,
Chicago, Ill.

Dear Sir:

* * * * *

Yours sincerely,

(Mrs.) Jennie E. Johnson.

(5)

Reno, Nev., Sept. 4, 1915.

Mr. W. L. Pearson, Cashier,
First National Bank,
Stockton, Cal.

Dear Sir:

* * * * *

Yours respectfully,

F. L. Lancaster.

(6)

Stockton, Cal., Nov. 1, 1915.

Mr. L. J. Smith, Secretary,
Phoenix Iron Works,
Portland, Oregon.

Dear Sir:

* * * * *

Respectfully yours,

T. B. Bridges.

(7)

Riverside, Cal., Aug. 6, 1915.

C. F. Weber & Co.,
365 Market St.,
San Francisco, Cal.

Gentlemen:

Attention Mr. Fricke.

* * * * *

Yours very truly,

W. L. Godfrey, (M. D.)

It is bad form for a woman to sign her name without putting (Mrs.) or (Miss), as the case may be, before it in parenthesis.

In signing a firm's name always put your name or your initials following, as in No. 2 above.

Always use Mr., Messrs., Mrs., or Miss before any personal name addressed.

Never use "Dear Sirs." "Gentlemen" is correct.

Model form for ordinary superscription.

Return after days to

Mr. F. O. Gardiner,

San Francisco,

425 McAllister St.

California.

22. In folding a letter, fold from bottom to top, so the front part will fall about one-half inch shorter than the back part. Then fold the right-hand side over one-third, and the left-hand over one-third. The letter will then unfold properly when taken from envelope.

NOTE.—The teacher will here demonstrate to the class how to fold the paper, place it in the envelope, etc.

Exercise 4

Make a copy of the model letter in this lesson, paying close attention to arrangement, folding of paper, etc. Remember that correct punctuation and arrangement are evidences of a careful correspondent.

LESSON 6—Letter of Application

23. The qualifications of an applicant for a position are likely to be judged by the character of his letter of application. Such a letter, therefore, should be perfect in form, neat in penmanship or typewriting, and straightforward in style. If the letter is written in answer to an advertisement, it should contain all information called for and any other facts that may be relevant to the desired position. Probably the most important thing, however, is to make sure you possess the qualifications demanded; then you should have little trouble in mentioning them with that directness and modest frankness which will win recognition.

Following is an outline for a letter of application which, if followed, will generally produce good results:

(a) *Application*. Examples: 1. "In answer to your advertisement in to-day's Call, please consider me an applicant for the position." 2. "In compliance with your request, I hereby submit this as my formal application for a position in your office." 3. "I desire to see you in regard to the position as bookkeeper in your office, as I think I have the qualifications you desire."

Follow with (b) *Age*. (c) *Education*. (d) *Experience*. (e) *References*. (f) *Salary*. Nothing should be said of salary, however, unless such statement is asked for. A stamp should not be enclosed for reply.

If testimonials are requested, copies should be made and enclosed. The originals should not be sent. Copies should be marked "copy," and the word (*Signed*) in parentheses should be placed before the signature.

The following is a good form for a letter of application:

Oakland, Cal., Sept. 29, 1915.

Mr. James Wilson,
San Jose, Cal.

Dear Sir:

In answer to your advertisement for an assistant bookkeeper, as published in the Oakland Enquirer of Sept. 28, please consider me an applicant for the position.

I am twenty years old, a graduate of high school, and of Heald's Business College of this city.

I have had about nine months' experience in the office of Clark & Williams, wholesale grocers of San Francisco, my present employers. In regard to my character and ability, you may refer to the manager of the above firm, Mr. C. P. Williams, and to Dr. L. J. Crane of 246 Linden St., Oakland, Cal.

My relations with my employers are very pleasant, but I wish to secure a position where I shall have a better chance for advancement, as a bookkeeper.

I trust my application will have your favorable consideration.

Yours sincerely,

Observe carefully the following in the above letter:

1. That the word "advertisement" in the first line is not abbreviated.
2. That "bookkeeper" is spelled without a hyphen and that it is not capitalized.
3. That "th" is not after "Sept. 29," nor "Sept. 28."
4. That the possessive sign is used in the words "Heald's" and "months'."
5. That the words "high school" are not capitalized.
6. That an applicant should not give the names of too many former employers. Why?
7. That closing remarks, like the one at the end of the above letter, should always be paragraphed.

Exercise 4-a

24. Write a letter of application in answer to the following advertisement: Pay close attention to arrangement, punctuation, folding of paper, etc. Place in properly directed envelope and hand to teacher.

STENOGRAPHER WANTED—Bright young man or woman who can take ordinary dictation; accuracy more desired than rapidity; must be good speller and not addicted to the habit of erasing. Give qualifications fully with reference as to character, ability, etc. Address Watson & Hooker, 736 Stevens St., San Francisco.

25. The student should dispense entirely with the following and other similar meaningless words and expressions:

1. We hereby acknowledge receipt of your esteemed favor.
2. Your favor of the 3d inst. came duly to hand.
3. Replying to the same would say.
4. We beg to advise, We beg to suggest.
5. We beg permission to call attention to the fact.
6. Enclosed please find.
7. Trusting we may be favored with your valued order.
8. Contents have been carefully noted.
9. Hoping this will meet with, etc.
10. Your esteemed favor of the 15th ult. received and contents duly noted.

Do not approach the subject by means of a silly apology or request for permission to write to the person. The person who gets up a letter that means something approaches each subject without beating about the bush.

LESSON 7—The Noun

26. A Noun is the name of anything. Nouns may be classified as Common, Proper, Collective, Abstract, and Concrete.

1. A Common Noun is a name common to whole classes of objects; as, *horses, trees, desks*.

2. A Proper Noun is a particular name given to one of a class; as, *Tom* broke out of the pasture.

3. A Collective Noun is the name of a number of living objects of the same kind taken together; as *army, jury, flock*.

4. An Abstract Noun is the name of anything that does not occupy space; as, *truth, virtue*.

5. A Concrete Noun is the name of anything that does occupy space; as, *cow, desk, man*.

Exercise 5

27. Place each of the following nouns under as many of the five classes as possible:

Example: Army; common, collective, concrete.

Desk, laughter, goodness, tree, Cleveland, child, health, clouds, sky, Idora Park, cruelty, February, Charter Oak, truth, herd, sun, cow, mirth, Chicago, duty, Denver, wood, winds, earth, idleness, smoke, manhood, beauty, color, Henry, sea, Wednesday, mob, wisdom, sleep.

LESSON 8—The Verb

28. A Verb is a word used to assert something of some other word, or group of words, called its subject. Verbs are of two kinds, Transitive and Intransitive.

1. A Transitive Verb requires some word, or group of words, to indicate the receiver of the action, or the thing possessed. When the receiver of the action is part of the predicate, it is called the object; as, The man struck the *boy*. May has a new *hat*. *Boy* is the receiver of the action expressed by the verb *struck*. *Hat* is the thing possessed.

2. An Intransitive Verb does not require a word or group of words to indicate the receiver of the action. An intransitive verb, or verb of complete predication, needs no word to complete its meaning; as, The birds *sing*. The horse *runs*.

3. A Copulative Verb is an intransitive verb that is followed by a word that describes or identifies the subject; as, She is *good*. The horse is a useful *animal*. *Good* is a predicate adjective, and *animal*, a predicate noun, and both are called Attribute Complements. Copulative verbs take an attribute complement; they never take an object. The most common copulative verbs are *be*, *been*, *being*, *is*, *am*, *are*, *was*, and *were*. Some other copulative verbs are *become*, *smell*, *seem*, *appear*, *look*, and *taste*.

4. Verbs may be transitive or intransitive according to their use in the sentence; as, The snow *melts* rapidly. The sun *melts* the snow on the hillside.

5. The noun or pronoun following any form of the verb *be* takes the same case as the noun or pronoun before *be*, to which it refers; as, *It* is *he*. We knew *it* to be *him*. (*It*, objective case before *to be*; *him*, objective after *to be*). *I* should like to be *he*. *He* in this sentence refers to *I*, and is in the nominative case.

6. If a noun completes the meaning of a verb as the receiver of the action expressed by the verb it is an object, and the verb is transitive; as, Heck *kicked* the *cat*. *Cat* is the receiver of the action, and *kicked* is a transitive verb.

7. If a noun completes the meaning of the verb and identifies or modifies the subject, the noun is an attribute and the verb is copulative; as, John *is* an intelligent *student*. *Student* identifies *John*, and is an at-

tribute, and *is* is a copulative verb. If no word is needed to complete the meaning, the verb is intransitive; as, *It rains*.

8. To determine whether the noun following the verb is an object or an attribute read the subject and predicate and put *who* or *what* after; the answer to the question thus formed will be an attribute if it names the same person or thing as the subject, otherwise, it will be an object; as, *John is a good boy. John is what? Boy.* Now *boy* meaning the same as *John* is an attribute. The hunter killed the bear. The *hunter* killed what? *Bear.* *Bear* not meaning the same as *hunter* is an object.

29. A simple method of diagraming sentences is effective in showing the position and relation of subject, predicate, object, and attribute. When the pupil can see the result of his mental efforts, his mind is stimulated to greater activity. Enough diagram forms have been introduced to show the pupil how to analyze a sentence by this method.

1. She taught him.

She | taught | him *She*, subject; *taught*, predicate; *him*, object.

2. It is he.

It | is \ he *He*, attribute complement.

3. I thought it to be him.

I | thought | it | to be \ him. *It to be him*, phrase object.

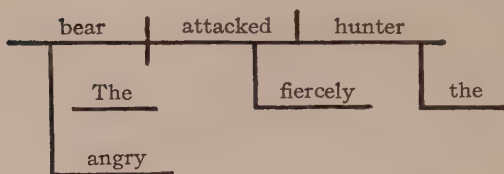
4. She knew it was he.

She | knew | it | was \ he *It was he*, clause object.

5. He sold me the book.

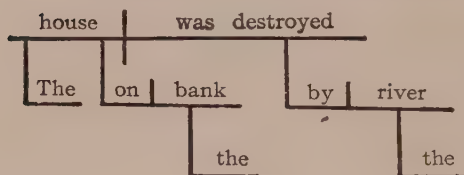
He | sold | book. *Me*, indirect object
 x | me | the

6. The angry bear fiercely attacked the hunter.



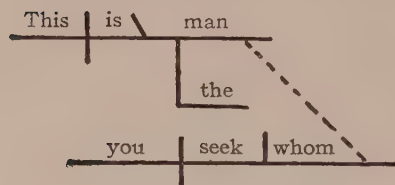
The and *angry*, adjectives;
fiercely, adverb.

7 The house on the bank was destroyed by the river.



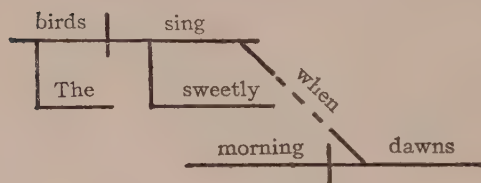
On the bank, adjective prepositional phrase; *by the river*, adverbial prepositional phrase.

8. This is the man whom you seek.



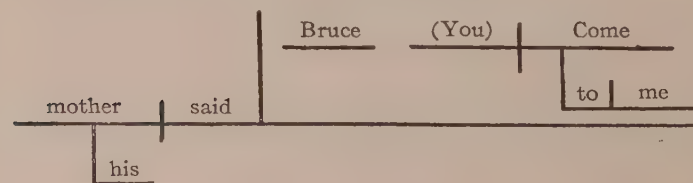
Whom you seek, adjective clause; *whom*, relative pronoun.

9. The birds sing sweetly when morning dawns.



When morning dawns, adverbial clause; *when*, conjunctive adverb.

10. "Come to me, Bruce," said his mother.



(You) come to me, noun clause;
Bruce, nominative of address.

Exercise 6

30 Diagram the following sentences and determine whether the verbs are transitive, intransitive, or copulative, and whether the nouns following the verbs are attributes or objects:

1. The clerk sold the goods.
2. Washington was President.
3. His friend bought a horse.
4. Tom is a good horse.
5. Bring the book.
6. The wind blew fiercely.
7. The man paid the debt.
8. The bear attacked the hunter.
9. Grant was a famous general.
10. Idleness brings no reward.
11. The young lady became a famous musician.
12. The child overturned the kettle.
13. The man was a philosopher.
14. Peter is the man.
15. Knowledge is power.
16. Merit wins recognition.
17. Mountain sheep run swiftly and fearlessly.
18. Slow and steady wins the race.
19. Longfellow is the children's poet.
20. We should improve our time faithfully.
21. Mr. Barber is my neighbor.
22. Mary has a new book.
23. That is he.
24. The hunter shot the eagle.
25. She was my teacher.

LESSON 9—The Pronoun

31. A Pronoun is a word used instead of a noun.

1. The principal pronouns are: *I, me, my, mine, we, us, our, ours, you, your, yours, he, him, his, she, her, hers, it, its, they, them, theirs, who, whom, which, what, that*, and sometimes *as* and *but*.

2. The following are the nominative forms, and are used only as subjects or attributes, never as objects: *I, we, she, he, they, who*.

3. The following are the objective forms, and are used as the objects of transitive verbs or prepositions: *me, us, him, her, them, whom*. The others are used as subjects or objects without change of form.

4. The following are the possessive forms, and are used to denote possession: *our, ours, his, hers, yours, theirs, whose, mine, my, thine*. *You, it* and *that* may be used without change of form, in either nominative or objective relation. Never use an apostrophe with a personal pronoun. *Yours truly*, not *Your's truly*.

Exercise 7

32. Study the following sentences until you become familiar with the correct forms of the pronouns: *Diagram*.

1. It was I.
2. It seems to be he.
3. The stick is his.
4. She handed a note to him.
5. The man gave me a book.
6. The young man was given a lemon by her.
7. He would like to be president.
8. There come Tom and Mary to visit him and me.
9. We believe it to be him.
10. I am a man who am a Jew.
11. John, he who was hurt, is better.
12. His being tardy caused the delay.
13. He being tardy, the meeting adjourned.
14. They invited my sister and me.
15. I thought it was they.
16. It could not have been he.
17. "Shut the door, Tom," said he.
18. I had heard of your and your sister's being promoted.
19. Their signing the treaty made the people rejoice.
20. Mary, give me the book.
21. She invited Tom and me.
22. He and I go to the same school.
23. That is he and she.
24. They named him Carl.
25. Wouldn't you like to be I?
26. "Success is the measure of effort," she told me.
27. We knew it to be them.

Exercise 7-a

33. Repeat the following expressions until they become so familiar that you will use them from force of habit:

It is I.	It was I.	It wasn't I.
It is she.	It was he.	It wasn't he.
It is he	It was she.	It wasn't she.
It is we.	It was we.	It wasn't we.
It is they.	It was they.	It wasn't they.
Was it I?	It isn't I.	Was it not I?
Was it she?	It isn't we.	Was it not we?
Was it they?	It isn't they.	Was it not they?
Could it have been we?		It was not we.
It proved not to be they.		It might have been he.

LESSON 10—Verbs Forms

34. Regular Verbs form the past tense and past participle by adding *ed* (or *d*) to the present form of the verb; thus:

PRESENT TENSE (TIME)	PAST TENSE	PAST PARTICIPLE
Love	loved	loved
End	ended	ended
Form	formed	formed
Turn	turned	turned

35. Irregular Verbs form the past tense and the past participle in some other way; thus:

PRESENT TENSE	PAST TENSE	PAST PARTICIPLE
See	saw	seen
Teach	taught	taught
Ride	rode	ridden
Write	wrote	written

36. Many errors in English arise from using the incorrect form of the irregular verb. Say, "*I have seen*," not "*I have saw*." "*I saw*," not "*I seen*." "*I did the work*," not "*I done the work*." "*I have done the work*," not "*I have did the work*."

37. An Auxiliary is a word used with a verb to help in expressing its meaning. The auxiliaries are: *do, does, did, be, been, being, is, am, are, was, were, have, has, had, shall, should, will, would, may, might, can, could, and must*.

38. Partial list of irregular verbs.

PRESENT	PAST	PAST PAR.	PRESENT	PAST	PAST PAR.
Be (am)	was	been	eat	ate	eaten
Begin	began	begun	fly	flew	flown
Do	did	done	flee	fled	fled
Go	went	gone	ring	rang	rung
Lose	lost	lost	sing	sang	sung
Lay	laid	laid	come	came	come
Lie	lay	lain	shrink	shrank	shrunk
Rise	rose	risen	write	wrote	written
Sit	sat	sat	buy	bought	bought
Set	set	set	bid	bade	bidden
Fall	fell	fallen	bite	bit	bitten
Know	knew	known	break	broke	broken
Hide	hid	hidden	blow	blew	blown
Grow	grew	grown	swear	swore	sworn
Shine	shone	shone	swim	swam	swum
Let	let	let	break	broke	broken

For a more extensive list of irregular verbs see some more comprehensive work.

Exercise 8

39. Write original sentences showing the correct use of the present, the past, and the past participle of the following verbs:

Example: Mary *comes* quietly into the room. Mary *came* home yesterday. Mary *has come* to visit us.

See, am, arise, eat, begin, beseech, bid, bite, blow, bring, catch, choose, crow, drive, do, fly, freeze, give, know, lie, lay, ride, rise, raise, feel, fall, sit, set, throw, go, wear, teach, win, write, slay.

LESSON 11—Letters Containing Enclosures

40. Checks, drafts, receipts, bills, etc., are often enclosed with a letter. The enclosure should be placed, face upward, across the face of the letter and folded with it. (Teacher should here give a demonstration.) Papers enclosed in this way are not likely to be overlooked when the letter is removed from the envelope.

Enclosures should be carefully preserved until the letters are written, then pinned to the letters they are to go with.

Another way is to put them in properly directed envelopes before the letters themselves are written.

In order to be sure of the number of enclosures that go with a letter, the number should be specified on the lower left hand corner of the letter itself. See model letter below.

When writing this kind of a letter, the amount of the enclosure (if it is a paper representing money) should be stated in figures, but not in writing.

The following is good form for a letter containing an enclosure:

Cunningham, Curtis & Welch,
San Francisco, Cal.

Oakland, Cal., July 18, 1915.

Gentlemen:

Enclosed find check No. 78 for \$400, the amount required to balance my account to date.

Please receipt and return enclosed statement.

Yours truly,

(2 enc.)

R. V. DIXON.

Exercise 8-a

41. Write to W. B. Holmes at Denver, Colo., informing him that you have leased his farm near Hayward, Cal., to S. J. Cooper for a yearly rental of \$600. Say that you believe Mr. Cooper is a competent and reliable man (state some reason for your belief). Enclose certified check for the first quarter's rent, less your commission of 2% on the year's rental, and less \$50, which was paid for repairs on the house. State that you enclose the bill of L. P. Lewis, the contractor who did the repairing.

LESSON 12—Letters Ordering Goods

42. In a letter ordering goods, the various items of the order should be in tabular form, all beginning at the regular paragraph point. In business letters it is customary to use figures instead of writing numbers in words. In ordering from a catalog where goods are represented by number, this number should always be given, the article specified, and the particular catalog mentioned.

If you are not ordering from a catalog always give sizes, styles, and all other details you possibly can, unless you are sure the shipper knows precisely what you want. If terms of payment have not been previously arranged, state how you wish to make payment.

All orders should be acknowledged, as the acknowledgment completes the contract. It also pleases the customer to be assured of the receipt of his order, and the attention it is receiving.

Definite directions should always be given, stating how and when goods should be shipped. The following letter is a good form:

Oakland, Cal., Oct. 16, 1915.

Ellis Publishing Co.,
Battle Creek, Mich.

Gentlemen:

Please ship us by fast freight the following:

100 sets New Tablet Method of Teaching Bookkeeping.

150 Model Arithmetics.

1000 Order Tickets. Cat. No. 150.

150 Effective English and Letter Writing.

50 sets Bank Accounting.

25 sets Corporation and Voucher Accounting.

500 Check Books, 50-page, Merchants Bank. Cat. No. 287.

We will remit on receipt of goods.

Yours truly,

43. The above arrangement gives clearness to the letter, inasmuch as it enables the concern filling the order from it, to check off conveniently the items as they are supplied.

Notice that the figures in each line of the order begin on the paragraph margin and that the figures of each part of the order line up to the left instead of the right.

Why is the colon used after "the following"?

Why is "New Tablet Method of Teaching Bookkeeping" capitalized, while "sets" is not begun with a capital?

Exercise 8-b

44. Write a letter to the Ackley Pub. Co., Chicago, Ill., enclosing a New York draft for \$75.50 in payment of their bill. (Specify the date).

Also include in the body of your letter an order for the following: 100 copies Ackley Shorthand; 50 Progressive Exercises; 140 copies New Speller; 25 copies National Typewriter Instructor.

Exercise 8-c

45. Write answers to the following questions and submit to your teacher:

1. In writing to a stranger do you close with "I am" or "I remain"?
2. Do you close with "Yours sincerely" to a stranger?
3. Do you write an order for goods in the body of the letter or on a separate sheet?
4. In writing a date do "st," "d," or "th" come after the figures indicating the day of the month? Thus "Mar. 5th, 1907."
5. How should a married woman sign her name to a letter?
6. Do you use "Messrs." before "Company"?
7. Do you capitalize "st." and "ave."?
8. Are contracted words always followed by periods?
9. What does "pp 27-31" mean?
10. Is the sign # any longer properly used on an envelope to indicate the number of the house on the street?
11. What do "i. e.," "e. g.," "viz.," and "via" mean?
12. Do you hyphenate "one third," "fifty four," etc?
13. Do you write sums of money in figures or spell them out?
14. Do you write a business letter on both sides of the paper?
15. Should names of streets and cities be abbreviated?
16. Why should information about another person be treated confidentially?
17. Should all letters be called "your favor"?
18. If a letter is directed to a small town is it advisable to put the name of the county in the superscription? Where?
19. What is wrong with the following envelope address?

Mr. H. R. Mauser,
City.

LESSON 13—Phrases.

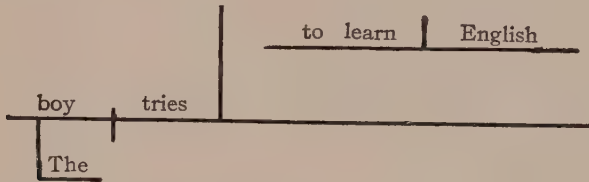
46. A Phrase is a group of words, not containing a predicate verb, that performs the office of a single word; as, A man *of honor* will not compromise his conscience. *Of honor* is a phrase equivalent to the word *honorable*, an adjective modifying man.

Phrases are classified as to structure into Prepositional, Infinitive, and Participial.

1. A Prepositional Phrase consists of a preposition and, usually, a noun or pronoun used as its object. In the sentence in paragraph 46 "*of*

honor" is the phrase, "*of*" being the preposition, and "*honor*," its object.

2. An Infinitive Phrase consists of some verb form always preceded by *to*, expressed or understood, and used to name an action or state of being without asserting it of a subject; as, The boy tries *to learn English*. *To learn English* is the infinitive phrase, *to learn* being the infinitive verb, and *English* its object.

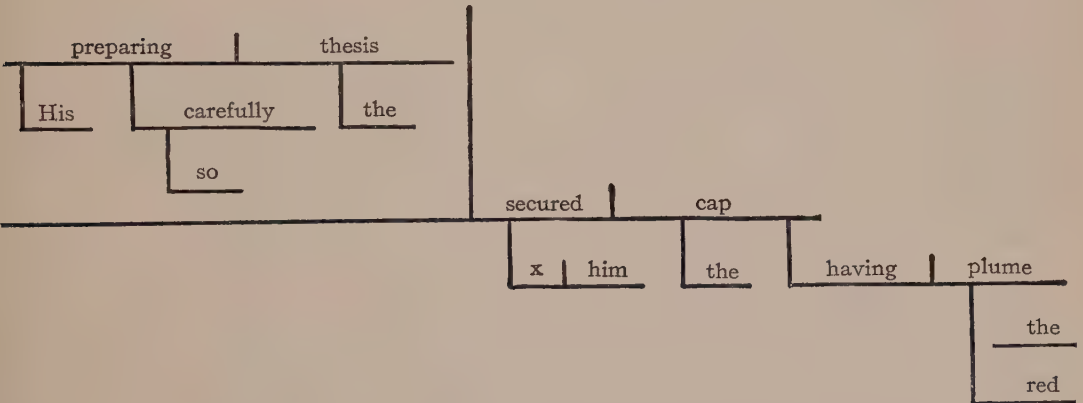


3. A Participle is a form of the verb that may be used as a noun or an adjective. It may be modified by an adjective, or by an adverb, and it may take an object.

There are two participial forms,—the Present and the Past.

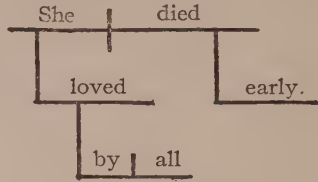
1. The Present Participle ends in *ing*: as, *playing*, *running*, *jumping*, *swimming*. The present participle may be used as a noun or as an adjective.

Example: His *preparing* the thesis so carefully secured him the cap *having* the red plume.



Preparing is a participle used as a noun and limited by the possessive pronoun *his*, it is also limited by the adverb *carefully*, and has *thesis* as its object. *Having* is a participle used as an adjective limiting *cap*, and *having plume* for its object.

2. The Past Participle generally ends in *d*, *ed*, *t*, *n*, or *en*. It may be used as an adjective, never as a noun: as *She, loved by all, died early.*

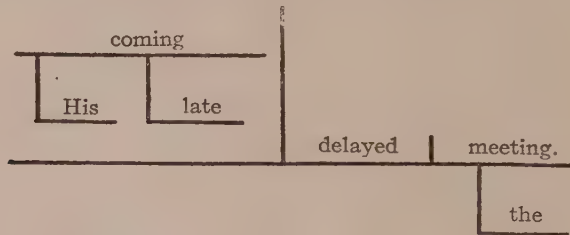


Loved is a past participle modifying *she*, and it, in turn, is limited by *by all*, a prepositional phrase used as an adverb.

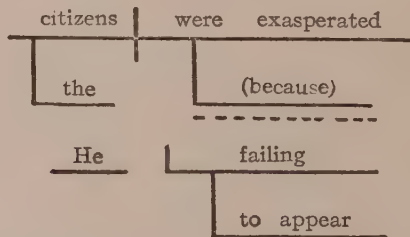
The participle used as an adjective usually follows the noun it modifies; as, The man *standing* by the door is my brother. Sometimes it precedes the noun, and when it does it is separated from its noun by a hyphen; as, The *printing-press* is out of order.

Prepositional phrases are used only as adjectival or adverbial modifiers. The infinitive and participial phrase may be used as the subject, the object, the attribute, the adverb, or the adjective.

The participial phrase used as the subject is never set off by a comma: as, *His coming* late delayed the meeting.

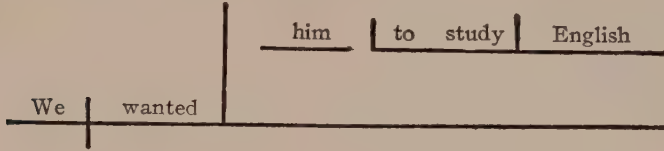


The participial phrase, used in an absolute sense, is always set off by a comma; as, *He failing to appear*, the citizens were exasperated.



He is the assumed subject of *failing*; *failing*, a participle, is the assumed predicate of *he*.

We wanted him to study English.



Him is the assumed subject of the infinitive *to study*.

Exercise 9

47. Name the class to which each of the following phrases belongs:

1. on the hill.
2. to secure a job.
3. Having shot the deer, Mr. Decker was elated.
4. honored by all.
5. in the office.
6. to do well.
7. having finished his work.
8. Her displeasing the teacher caused the trouble.
9. of the company.
10. thrown from his horse.
11. The horse ran away.
12. of courtesy.
13. to spend money.
14. from our college.
15. out of order.
16. A man of prudence was chosen
17. He went in haste.
18. He came to mock the minister.
19. Our telephone is out of order.
20. The flowers in the garden are blooming.
21. The papers are delivered in the evening.
22. The students, stirred by emulation, did their best.
23. The history of words is an interesting study.
24. By constant practice she has learned to write with ease.
25. They tried to teach him mathematics.
26. He came to visit Lucy and me.
27. The politician, despised by all, took a bribe.
28. Letters of recommendation will be helpful to you.
29. His garden, surrounded by a high fence, was not molested.
30. The young man wasting his time, is a pitiable object.
31. Their leaving the gate open caused the trouble.
32. They not completing the course, the merchants doubt their qualifications.
33. His being first in class secured him the position.
34. They, studying diligently, passed a brilliant examination.
35. Putting forth your best efforts, you must succeed.

LESSON 14—Adjectives and Adverbs

48. An Adjective is a word used to modify the meaning of a noun or pronoun, usually showing what kind, which one, how many; as,

<i>Beautiful</i> rose.	What kind of a rose?	<i>Beautiful</i> .
The <i>third</i> book.	Which one of the books?	<i>Third</i> .
<i>One</i> dozen of eggs.	How many dozens?	<i>One</i> .

An Adverb is a word used to modify the meaning of a verb, an adjective, or another adverb, usually by showing how, when, where, why, how long, how often, sometimes how much, but never how many.

Tell which of the above questions the adverbs in the following sentences answer:

1. The trains run *rapidly*.
2. The girl studies *in the morning*.
3. The rain falls *on the roof*. Phrase as an adverb.
4. The slave fought *for his freedom*.
5. The flight continued *indefinitely*.
6. She skipped the rope *twenty times*.
7. He paid *twenty dollars* for the suit.
8. He flew *easily* and *swiftly* *in his aeroplane* *from St. Louis to Chicago*.

It is a common error to complete a verb used to assert an attribute of its subject with an adverb instead of an adjective.

When the condition of the subject is to be expressed use the adjective; as, She looks sad.

When the manner of the action is to be expressed use an adverb; as, The bird flew rapidly.

Thus people say, "She looks badly," when they should say, "She looks bad," and "He arrived safely, instead of "He arrived safe."

Exercise 10

49. Write the following sentences, choosing the proper word:

1. They walked (~~slow~~, slowly).
2. You look (~~sad~~, sadly).
3. He stood (~~silent~~, silently).
4. He sings (~~bad~~, badly).
5. Please remain (~~quiet~~, quietly).
6. His voice sounds (~~harsh~~, harshly).
7. The vessel broke (~~easy~~, easily).
8. He crept (~~silent~~, silently) into the room.
9. The garment looks (~~nice~~, nicely).
10. He looks (~~suspicious~~, suspiciously).
11. The river runs (~~rapid~~, rapidly).
12. My father speaks (~~low~~, lowly).
13. Mary sings (~~sweet~~, sweetly).
14. How (~~sad~~, sadly) she must feel.

15. Come here (~~quick~~, quickly).
16. The rose he sent me smells ((~~fragrant~~, ~~fragrantly~~).
17. He sounded the bugle (~~loud~~, loudly).
18. She remained (~~helpless~~, helplessly) at home.
19. He tried (~~hard~~, ~~hardly~~) to win the prize.
20. He looked (~~angry~~, angrily) at us.
21. Didn't she smile (~~sweet~~, sweetly)?
22. He stood (~~defiant~~, defiantly).
23. His promises do not ring (~~true~~, truly).
24. Draw the string (~~tight~~, tightly).
25. The string was wrapped (~~tight~~, tightly) around his finger.
26. The fruit tastes (~~sweet~~, sweetly).
27. He stood (~~idle~~, idly) watching the men at work.
28. She walks (~~graceful~~, gracefully).
29. He spoke so (~~eloquently~~, eloquent) upon the subject of "Man's Responsibility" that many persons in the audience wept (~~bitter~~, bitterly).
30. She looked (~~real~~, really) angry.

LESSON 15—Comparison of Adjectives and Adverbs

50. 1. Adjectives and adverbs admit a change of form to express quality or modification in different degrees; namely:

2. The Positive degree which is expressed by the ordinary form of the word; as *high*, *small*.

3. The Comparative degree, which indicates a higher or lower degree than the positive; as, *higher*, *smaller*.

4. The Superlative degree, which indicates the highest or lowest degree; as, *largest*, *smallest*.

5. Words of one syllable and many words of two syllables are compared by adding *er* to the positive to form the comparative, and *est* to the positive to form the superlative.

6. Most words of two syllables or more are compared by prefixing *more* for the comparative and *most* for the superlative; as, *plentiful*, *more plentiful*, *most plentiful*.

7. Some words are compared irregularly; as *good*, *better*, *best*; *little*, *less*, *least*.

8. Double comparison is incorrect and should not be used. Say, "He is the *more honest* of the two;" not, "the *more honest* man."

9. Double negatives are incorrect and should never be used. Say, "I *have no* money," or, "I *haven't any* money;" never, "I *haven't no* money," or similar expressions.

10. It is a common error to use the superlative degree to compare two objects. Use the comparative form to compare two objects; the superla-

tive to compare three or more objects. Say, "*James is the taller of the two boys;*" not, "*the tallest.*"

11. In making comparisons in the positive or the comparative, neither of the terms compared should include the other. You should not say "Iron is more useful than any metal," but, "Iron is more useful than any *other* metal."

12. Some words from their meaning do not admit of comparison; such as, *perfect, square, round, horizontal, vertical*. Say, "*This line is more nearly vertical than that;*" not, "*more vertical.*"

13. Repeat *a, an, and the* when necessary to prevent ambiguity when adjectives of equal rank refer to the same object. Say, "The red and white cow," when one cow is meant; say, "The red and the white cow," when more than one cow is meant. Say, "He received the title of earl," not, "of an earl."

14. Adjectives that express the idea of number must be used with nouns of the same number. Say, "*This kind of apples,*" not, "*these kind.*" "*That sort of people,*" not, "*those sort.*" Say, "*those kinds;*" "*these sorts.*"

15. A pronoun in the possessive case has the force of an adjective.

16. Adverbs have two uses: They may modify, or they may modify and connect.

(a) When they are used only to modify, they are simple adverbs. Adverbs express time, place, manner and degree; as, He is going *tomorrow*. *Where* is Boston? He talks *slowly*. It was cold *enough* to freeze.

(b) When they both modify and connect, they are called conjunctive adverbs. A conjunctive adverb usually introduces a clause used as an adverbial modifier, and modifies the verb in each clause.

17. The principal conjunctive adverbs are: *as, after, before, where, when, since, while, and why*.

18. An adjective pronoun must agree in number with the noun it limits.

Exercise 11

51. Write the following sentences, choosing the proper word:

1. Where do they raise (*those, that*) kind of oranges?
2. I like (*these, this*) kind of gloves better than (*those, that*).
3. What (*does, do*) (*that, those*) sort of people do for a living?
4. (*This, these*) sort of hats (*are, is*) more fashionable than (*those, that*) kind.
5. He has been deacon in our church (*these, this*) thirty years.
6. That man is seven (*feet, feet*) tall.
7. (*These, that*) kind of apples no one likes.
8. (*These, that*) class of goods (*is, are*) not profitable.
9. I dislike (*that, those*) sort of berries.

52. Care should be taken not to use the pronoun *them* for the adjective *those*.

2 Adjectives, *this + that*, have number
Singular *this* *that* Plural *these* *those*
 Effective English and Letter Writing *use sing. form with sing. noun*
This kind of goods
That sort of people

Exercise 12

53. Rewrite and correct the following:

1. ~~Them~~ boys is noisy.
2. ~~Them~~ books you loaned me ~~is~~ lost.
3. Why did you buy ~~them~~ kind.
4. He bought ~~them~~ goods in New York.
5. I wrote ~~them~~ sentences two times.
6. ~~Them~~ shoes are too large.
7. Where do they raise ~~them~~ kind of oranges?
8. I like ~~them~~ kind of gloves better than ~~those~~.
9. ~~Them~~ sort of hats are more fashionable than ~~those~~ kind.

54. In comparing two objects use the comparative degree of the adjective; in comparing three or more use the superlative.

Exercise 13

55. Choose the correct word in the following sentences:

1. James is the (~~tallest~~, taller) of the two boys.
2. Father was the (~~elder~~, eldest) of five brothers.
3. I can't tell which I like the (~~best~~, better) of the two books.
4. The (~~smallest~~, smaller) of the two diamonds is the (~~more~~, most) expensive.
5. Mary was the (~~prettiest~~, prettier) of the twins; but James was the (~~smartest~~, smarter).
6. He is the (~~smallest~~, smaller) of the two.

Exercise 14 (Review)

56. Rewrite and correct the following:

1. Which is the sharpest^{er} end of this stick?
2. This is a ~~more~~ quicker way.
3. This store sells more goods than any^{other} store in this city.
4. They bought a ~~more~~ cheaper kind.
5. Of the two machines, that one cost the ~~most~~, but it is the ~~easiest~~ sold.
6. This was ~~more~~ universal than that.
7. Which is the ~~eldest~~, you or John?
8. A ~~more~~ happier pair you never met.
9. China has a greater population than any nation on earth.
10. A ~~more~~ agreeable companion you cannot find.
11. That ship is larger than any^{other} of its class.
12. He has a ~~most~~ spotless reputation.
13. ~~Them~~ books were sold for a less^{er} price than they cost.
14. These kind of books can hardly be obtained.
15. We offer to ~~immediately~~ send a letter to our subscribers. *immediately*
16. The jury disagreeing was a surprise to me.
17. He is one of ~~these~~ kind of fellows.
18. They told us about the cashier taking the money.
19. All the teachers knew about me being late.
20. Teacher, ~~them~~ books do not belong to me.
21. We ~~was~~ disappointed at your not being there.
22. The Martins went to Florida (~~to~~, too, two) year ago.

57. Adverbs, not adjectives, should be used to modify adjectives.

Exercise 15

58. Correct the following:

1. It is ~~real~~ pretty.
2. He is ~~not much~~ hurt.
3. She was ~~terrible~~ angry.
4. She was a ~~real~~ good stenographer.
5. It was ~~uncommon~~ cold.
6. The ceremony was performed in a ~~pretty~~ arranged parlor.
7. It was an ~~awful~~ cold day.
8. It was an ~~odd~~ shaped affair.
9. It was a ~~tolerable~~ cold day.
10. She was an ~~unusual~~ good stenographer.
11. It was a ~~splendid~~ arranged affair.
12. I feel ~~remarkable~~ well.
13. It was an ~~exceeding~~ dark night.
14. He was ~~very near~~ successful.

59. The words *no*, *not*, *none*, *nobody*, *neither*, *nor*, *never*, and *nothing* are called negatives because their use changes an affirmative sentence to a negative one.

Exercise 16

60. Review "Comparison of Adjectives and Adverbs," and correct the following:

1. I didn't have ~~no~~ cake and I ~~ain't~~ got ~~no~~ money to buy ~~none~~.
2. He doesn't know ~~nothing~~ about it.
3. Abraham Lincoln never went to ~~no~~ college.
4. One can't never tell what is going to happen.
5. I'm afraid I won't ~~never~~ learn to write good.
6. Neither Frank nor ~~nobody~~ else passed the examination.
7. In spelling ~~them~~ words you cannot have but one trial.
8. John said to the teacher, "I ~~hain't~~ got ~~no~~ merchandise."
9. Didn't ~~nobody~~ tell you what to do?
10. There wasn't ~~none~~ of the senators that voted for the bill.
11. I can't see ~~no~~ difference between these pictures.
12. She don't seem to use ~~no~~ judgment in such matters.
13. You ~~can't~~ scarcely tell ~~them~~ boys apart.
14. I never took ~~no~~ writing lessons.
15. He never ~~done~~ nothing too them.

Exercise 17—Review of Previous Lessons

61. Rewrite and correct the following sentences:

1. I did not object to ~~him~~ helping me.
2. He rode past me so quickly I scarcely ~~seen~~ him.
3. He is older than ~~her~~, but she is the smartest.
4. That is ~~easier~~ said than done.
5. Of two methods adopt the ~~shortest~~.
6. I think that it is ~~him~~.

7. I have ~~wrote~~ for the books, but they have not ~~came~~.
8. They have ~~began~~ the building.
9. There ~~were~~ a crowd of boys in the room.
10. One of you ~~are~~ mistaken.
11. They have ~~went~~ away.
12. Where ~~was~~ you last night?
13. You ~~are~~ stronger than ~~me~~.
14. I ~~blowed~~ the light out.
15. He likes ~~these~~ kind of apples.
16. I ~~seen~~ him today.
17. Who ~~did~~ you invite?
18. I never knew a ~~more~~ happier man.
19. William has ~~did~~ his work well.
20. The blame is ~~their's~~ not ~~your's~~.
21. John went with James and ~~I~~.
22. Sense and honor win ~~esteem~~.
23. I can build a house easier than I can write an essay.
24. You do not write ~~good~~.
25. My pen does not write ~~good~~.
26. The boy came back as quickly as he could.
27. I would study bookkeeping if I ~~was~~ you.
28. Would that everybody ~~was~~ honest.
29. Who ~~did~~ Charlie go to see?
30. How ~~sadly~~ she must feel.
31. You have ~~went~~ over that lesson a dozen times.
32. Between you and I that work was ~~dia~~ good enough.
33. There ~~are~~ none of us left now but you and me.
34. Between you and ~~I~~, he is the ~~most~~ deserving of the two.
35. One of those days fall ~~on~~ Sunday.

LESSON 16—Superfluous Matter

62. As a rule, whatever does not add to the thought, detracts just so much from its clearness and force. Name the unnecessary words in the following expressions:

Exercise 17-a

- | | |
|--|-------------------------------------|
| It cannot be possible . | Future prospects. |
| Finally settled. | Gather together . |
| Full complement. | Practical benefit. |
| First of all. | In the city of Oakland. |
| The last end. | First began. |
| Over again. | A grove of trees . |
| Both of them . | They seemed to be good. |
| Now beginner. | Red colored . |
| In the year 1908. | Most perfect. |
| A charming and attractive girl. | Up to the usual average. |
| Later on . | A little small one. |
| Throughout the whole book. | Returned back again. |

Universal ~~everywhere~~.

An ~~estimable~~ widow woman.

Erase it ~~out~~.

An ~~exact~~ fac-simile.

He walked ~~on foot~~.

My esteemed and ~~respected~~ hearers.

2 P. M. Saturday ~~afternoon~~.

A ~~false~~ wig.

They conversed ~~together~~.

Our forefathers who ~~came before us~~.

Exercise 18

63. Point out the unnecessary words in the following sentences:

1. He resides in a ~~little~~ small house in the suburbs ~~of the city~~.
2. Souvenirs were given away ~~free gratis for nothing~~.
3. I do not wish for any ~~at all~~.
4. I shall soon have it ~~finally~~ completed.
5. This is the universal opinion ~~of all men~~.
6. It is ~~all~~ right so far as that is concerned.
7. They have no ~~other~~ object but to come.
8. Iron sinks ~~down~~ in water, but cork floats ~~on top of the water~~.
9. I ~~wish to inform you that~~ I have leased your farm to Wm. R. Thomas.
10. I can do it ~~equally~~ as well as he.
11. As we looked at the sky, a ~~very unusual~~ phenomenon took place.
12. ~~Later on~~ they intend to open ~~up~~ a real estate office.
13. He did not depart ~~this life~~ until he had reached the ~~advanced~~ age of four score years and ten.
14. I have still ~~got~~ my money and expect to keep it ~~always and forever~~.
15. The Remington is used in most ~~all~~ business schools.
16. You do ~~very~~ well for a ~~new~~ beginner.
17. He may ~~possibly~~ go; but he cannot ~~possibly~~ succeed.
18. They returned ~~back again~~ to their ~~first and former~~ starting place.
19. I am writing in answer to your advertisement ~~which I saw~~ in last night's Bulletin.
20. I will send you the remainder of the money ~~in the near future~~.
21. Enclosed ~~please~~ find ~~my~~ check amounting to \$75.00.
22. She was a ~~charming and~~ attractive girl.
23. His habit of talking ~~to himself~~ had become habitual.
24. Errors are to be found throughout the ~~whole~~ book.
25. He was a stout, ~~fleshy~~ man and had formed the curious ~~and singular~~ habit of walking with both of his ~~two~~ hands ~~tightly~~ closed.

"SPEAK PROPERLY AND IN AS FEW WORDS AS YOU CAN, BUT ALWAYS PLAINLY; FOR THE END OF SPEECH IS NOT OSTENTATION, BUT TO BE UNDERSTOOD."

LESSON 17—Brevity and Terseness in Letter Writing

64. While a majority of letter writers are inclined to the use of superfluous matter, there are some who have the notion that the important features of business letters are usually manifested in such expressions as, "Yours received," "I saw your ad.," "Gents," "Yours respect.," "Rec'd yours and would say," "Will return," etc. They mistake abbreviated words, and curt and uncouth phrases for brevity.

It is not sufficient to state what is meant in a bare, disconnected fashion. The writer must be sure that the reader will understand fully, and for that purpose he must add, by way of explanation, illustration, or expansion, whatever details are necessary to make his whole meaning clear. Of course, brief letters are desirable, when they are in order, but clearness must not be sacrificed for brevity.

The writer of a business letter should have a clear idea of what he wants to say and then express it in the simplest and most direct manner consistent with courtesy and grace. While there should not be the conciseness that lacks precision, yet, on the other hand, there should not be the expansion that produces confusion. Not only superfluous matter, such as unnecessary words, etc., but statements and information of no interest to the reader should be avoided.

The extreme brevity in the following letter is undesirable:

Mr. F. O. Gardiner,
San Francisco, Cal.

July 27, 1915.

Dear Sir:

Yours at hand. Have placed amount to your credit. Will expect bal. in 30 days.

Yours resp.,

Geo. W. Collins.

65. Terseness, while it implies conciseness, has the additional quality of grace or finish. Compare the following letter with the foregoing:

Mr. F. O. Gardiner,

July 27, 1915.

425 McAllister St.

San Francisco, Cal.

Dear Sir:

Your letter of July 24, enclosing check No. 187 for \$224.50, in part payment of your account of \$424.50, was received. This amount has been placed to your credit, and receipt is herewith enclosed.

I thank you for the remittance, and trust you may favor me with the remainder soon.

Yours truly,

Geo. W. Collins.

The first letter conveys nothing definite and is decidedly lacking in that quality of the business letter which commands respect. On the other hand, the second letter, while it is terse, is a complete record, and if read years after by any one it would be clearly understood.

Exercise 18-a

66. You have just received a letter from Mr. A. T. Lee, Boston, Mass., asking information about your city, the country surrounding it, the climate, etc. He seeks this information in view of coming to your place to estab-

lish himself in some line of business, and to make a home for his family. Write a letter giving such information as you think would interest him.

Exercise 18-b

66. You have a prospect of being employed in the establishment of R. V. Dixon & Co., of 928 Montgomery St., San Francisco. You have had an interview with these gentlemen, and, being asked for a reference, took the liberty of giving the name of F. E. Madden, of 618 Manila St., Oakland, Cal., by whom you were formerly employed for two years. Write a letter to Mr. Madden stating these facts, and adding that you trust he will give a favorable report, inasmuch as he expressed satisfaction with your conduct and ability while in his employ.

LESSON 18—Paragraphing

67. Paragraph all sentences referring to the same topic. When a new subject is introduced the mechanical arrangement of the letter should prepare the reader for the change. Always indent the first word of each paragraph.

It is very important that the several topics of a letter should be introduced in a natural order, and that each should be completed before another is taken up. Nothing is more confusing or annoying than to receive a letter in which sentences in nowise related are thrown together at random, just as they came into the mind of the writer, and with no attempt at logical arrangement. However, it may sometimes be advisable to put several short statements which concern different topics into one paragraph rather than have a number of very short paragraphs of a line or a part of a line each. Care and common sense must be exercised in paragraphing, and extremes avoided.

68. Study the method of paragraphing in the following letter:
Dear Mr. Benson:

You believe in protecting your home from fire, don't you? But how about protecting it from the other elements?

The next time it rains, your shingle roof may leak, your ceilings may be water soaked, and some of the choicest and most valued contents of your home damaged beyond repair.

Sooner or later, shingles are bound to warp and curl, pulling out nails and allowing the rain to beat in. Furthermore, they rot quickly when shaded, and even though they may look firm, they allow the water to soak through.

But it isn't necessary for you to run this risk. For at no more than what ordinary shingles cost, you can get absolute protection—in Neponoid. Here at last is a roofing that will withstand, year in and year out, the most severe weather.

Neponoid is made of the very best of raw materials. It is laid in three layers over the entire surface. Over that goes a red coating that oxidizes after a short exposure and makes a surface solid as slate and absolutely unaffected by heat, cold, or dampness.

Just sit down for a moment and figure up how long it has been since your roof was put on. Can you trust longer to its doubtful protective qualities? Neponoid can be laid right over the old roof, as the booklet shows. The cost includes nails and cement—and we pay the freight.

Simply fill in the dimensions of your roof on the enclosed order blank, sign and mail to-day.

Yours very truly,

70. In the foregoing letter, it was necessary to have seven paragraphs, 1. Necessity of protection, 2. Inferior roof and therefore damage, 3. Inferior material, 4. No risk with Neponoid, 5. What it is and how used, 6. The cost, 7. Request for order.

Exercise 19

71. Copy the following letters, arranging, punctuating, and capitalizing properly, and using your best judgment in paragraphing:

Enclose in envelopes properly directed.

dear mr burke you wouldnt think of throwing away your fountain pen simply because the ink is exhausted then why throw away your duplicating machine ribbons we can reink them as well as you can fill your fountain pen if you will examine one of your apparently worthless ribbons you will find that the fabric is scarcely worn at all we take these treat them with our special process refill them with ink and return them to you practically new and for only one half the cost of new ribbons read the enclosed folder it explains our proposition fully but a trial will convince you and the sooner you send them the more youll save why not pack them up put on the enclosed shipping label and send them along right now yours very truly,

Exercise 19-a

west coast business college delphos california feby 7 1912 hon s e marlow 326 saunders st manderel texas dear sir your inquiries in letter of jan 10 as to the standard required for graduation of pupils by this college and the probability of the graduates securing a lucrative position are both timely and pertinent it has been almost impossible to impress your son with the necessity of close application to fit him for a position it is difficult to deal with a young man or woman who looks at things from a childs view point in order to be graduated by this college in stenography it is required of a pupil that he can satisfy the faculty of the following facts that he can write a letter in correct english spell all words correctly punctuate properly type 45 words a minute and write 100 words a minute of new matter in shorthand for commercial work pupils are expected to have the same knowledge of english as in the stenographic course he must be able to make all necessary business calculations in fractions decimals percentage interest etc he must have a thorough knowledge of debit and credit as applied to all forms of accounting such as wholesaling retailing manufacturing banking etc in all kinds of office work he must be thorough accurate and reasonably rapid we have had but little trouble in placing all our graduates in lucrative positions we

should have none whatever if there were not so many places filled by incompetent persons who have never covered any complete course in any good college we hope this will give you desired information and secure your assistance in convincing your son that this is not a place of amusement but a workshop where he may receive a training for a successful business career very sincerely yours a m masters

Exercise 19-b

Box 482 san francisco cal gentlemen in reply to your advertisement in the call of (date) for an experienced salesman in the boot and shoe line i wish to submit my application i am 26 years of age and have had six years experience as a salesman of boots and shoes i am at present with the firm of b f martin & co 425 mc allister street san francisco but as i prefer an outside position i am desirous of making a change i can furnish good references and trust that i may be granted an interview enclosed find testimonial from walker & bennett 2426 market street for whom i traveled for two years very truly charles t hobson 1 enc

LESSON 19—The Preposition

72. 1. A Preposition shows the relation of its object to some preceding word to which that object refers.

2. The word that completes the relation of a preposition is in the objective case, and when that word is a personal or relative pronoun it must have the objective form. The man told the story to my sister and *me*.

3. Precision and elegance in language are very largely due to the correct use of prepositions. Skill in the use of prepositions can be acquired only by close observation and careful practice.

4. When a word has a prefix, it should be followed by a preposition that means the same as the prefix. *Com* means *with*; hence, combat *with*, compare *with*, comply *with*. *De* means *from*; hence, deduct from, deduce *from*.

5. Use *between* when speaking of two objects; *among* when speaking of more than two. *Between* John and James. *Among* the children.

6. Use *with* to indicate the instrument, and *by* the actor; as, The grain was cut *by* the farmer; *with* a reaper.

7. Use *in* when speaking of a large city; as, Mr. Bridges lives *in* Oakland.

8. Use *at* when speaking of a village or hotel; as, Mr. Dixon was *at* Corning last week and put up *at* the Maywood Inn.

73. A careful study of the following list of words and the prepositions that should follow them will be found helpful in choosing the correct preposition:

1. The oration abounds *in* wit.
2. Accommodated *by* a friend; *with* a loan.
3. Accommodate yourself *to* your surroundings.
4. Accused *by* a person, *of* a crime.
5. Acquaintance *of* a person *with* another, or *with* a subject.
6. Acquaintance *between* two persons.

7. Agent *of* a company *for* selling goods.
8. Alarm *in* the village; *among* the people; *at* the news.
9. Aliens *among* the people; *to* our laws, *in* our country.
10. Allegiance *of* the citizen; *to* the country; *from* the citizens; *to* the laws.
11. Acquitted *by* the jury; *of* the charge.
12. Adapted *for* a purpose; *to* a calling; *from* a source.
13. Adequate *for* a purpose; *to* a demand.
14. Advantage *of* a circumstance; advantage *over* an opponent.
15. Advocate *of* a principle; advocate *for* a person.
16. Agree *with* a person; *on* a subject; *in* his views.
17. Agree *between* or *among* ourselves; agree *to* a proposal.
18. Allied *to* something *of* the same class; *with* a friend or ally.
19. Alliance *of* one person *with* another; *for* a purpose; *against* an enemy.
20. Anger *at* an insult; *toward* a person, angry *with* a person; *at* a thing.
21. Announce *by* telegraph; *to* a person.
22. Arrested *by* an officer; *on* suspicion; *for* a crime; *upon* a warrant; *in* execution.
23. Ask *of* or *from* a person; *for* a thing.
24. Awkward *in* the use *of* a tool; awkward *at* employment.
25. Beat *into* insensibility; *with* a stick.
26. Bound *by* a contract; bound *with* a cord; bound *into* a bundle; bound *over* to court; *under* a penalty.
27. Careful *about* an affair; *for* the future; *of* one's money; *in* one's habits or business.
28. Cause *of* an accident; cause *for* anger.
29. Compare this apple *with* that; compare the brave man *to* a lion.
30. Complain *of* or *against* a person, *for* taking a book; complain *to* a teacher; complain *before* a court; *in* a newspaper; *about* the violation of a law.
31. Converse *with* a teacher *about* a course of study.
32. Die *of* a disease; *with* a comrade; *by* accident; *for* a friend.
33. Differ *with* a person (friendly contention); *from* a person (in anger).
34. Friendship *between* or *among* friends; *of* one *for* or *toward* another.
35. Give *to* a person *for* a cause.
36. Help *against* an enemy; *to* success; *with* money; *in* work.
37. Injury *to* a person; *through* negligence.
38. Love *of* one's country; *for* one's friends or family; *to* or *toward* God.
39. Neglect *of* duty, *by* a person.
40. Part *from* a friend; part *with* money.
41. Patience *with* offenders; *in* suffering, *under* affliction.
42. Plead *for* an offender; *with* an officer, plead *against* injustice; *to* an indictment, *at* a bar, *before* a judge; *in* court.
43. Prejudice *against* a person; *in* one's favor.
44. Purchase *at* a price or *at* a sale; *of* or *from* a person; *for* cash; *with* money; *on* a note, or *on* time.
45. Recover *from* an illness; damages *from* or *of* a defendant.
46. Speak *to* a friend *of* an event; *on* a subject.

Exercise 20

74. Select the right preposition in the following:

1. He and his wife quarreled (*among*, *between*) themselves and (*at*, *with*) their neighbors.

2. They live (*in, at*) Chicago and stayed (*at, in*) the St. Marks while (*in, on*) San Francisco.
3. The lake abounds (*in, with*) fish and they can easily be caught (*with, by*) a hook (*with, by*) a little child.
4. He was accused (*by, with*) an officer (*with, for, of*) a crime.
5. The country demands allegiance (*by, of, from*) every citizen (*to, for*) the laws.
6. The money sent us was adequate (*to, for*) the purpose, and it came (*from, by*) a source to cause us to be grateful (*with, to*) the giver.
7. The boy was accused (*with, of*) a crime (*by, through*) the officer.
8. He was awkward (*in, at, with*) the punching bag.
9. They asked (*from, of*) us the use (*for, of*) the bicycle.
10. The fracas (*between, among*) the five students caused them to be arrested, and each (*between, among*) two officers they were marched to the station house.

Exercise 21—Choice of Words

75. In the following sentences choose the correct word:

1. He (*addressed, directed*) the package to his friend.
2. The farmer divided his property (*among, between*) his four children.
3. It is not (*liable, apt, likely*) to occur soon.
4. He has chosen teaching as his (*avocation, vocation*).
5. The (*balance, remainder*) of the man's money was in the bank.
6. I am (*bound, determined*) to go.
7. Go and (*fetch, bring*) me the book.
8. (*can, may*) I borrow your pencil?
9. They (*calculate, intend*) to go soon.
10. The matter is of no (*consequence, importance*).
11. I did not do well as I am but a (*novice, beginner, amateur*).
12. You dropped your purse, (*lady, madam*).
13. (*A majority, most*) of the machines were new.
14. We met a (*party, person*) named Wilson.
15. The grocer now has many (*patrons, customers*).
16. He made (*statements, assertions*) about his partner which were untrue.
17. We do not (*consider, think*) that it is our place to do this.
18. I (*respectfully, respectfully*) decline the offer.
19. I (*expect, suspect*) he is the (*party, person*) that stole the money.
20. He has (*less, fewer*) friends than I.

76. Lie (intransitive) means to rest, to recline. Lay (transitive) means to place a person or thing in position. The principal forms are: lie, lies, lay, lays, lain, laid, lying, laying.

1. He lies (or lay, or was lying, or has lain) on the couch.
2. They laid (or will lay, or have laid) him on the couch.
3. Set (transitive). Sit (intransitive). Rise (intransitive). Raise (transitive).

Exercise 22

77. Correct the following:

1. The book lays on the table.
2. I have ~~laid~~ the book on the table.
3. It has laid upon the table.

set set set
set set, set
rise, rise
raised, raised, raised

4. The ship ~~lays~~ at the wharf. ^{lies}
5. The old lady has gone to ~~lay~~ down. ^{lie}
6. The check is ~~laying~~ on the desk. ^{lying}
7. He has ~~laid~~ there all day. ^{lain}
8. A narrow valley ~~lays~~ between the two ridges. ^{lies}
9. Please ~~lie~~ that book on the desk. ^{lay}
10. He was ~~lying~~ on the floor of the hall. ^{lying}
11. I saw the pencil ~~laying~~ on the desk. ^{lying}
12. The money was ~~laying~~ there. ^{lying}
13. The poor man had ~~laid~~ in bed for three days. ^{lain}
14. I found my hat ~~laying~~ on the floor. ^{lying}
15. He should ~~lay~~ down at once. ^{lie}
16. The child was ~~laying~~ on the grass. ^{lying}
17. I left my watch ~~laying~~ on the desk. ^{lying}
18. He had ~~laid~~ there for two days. ^{lain}
19. The thief ran away, but the detective is ~~laying~~ for him. ^{lying}
20. We must ~~lay~~ low if we would capture the beast. ^{lie}
21. We ~~laid~~ down to rest. ^{lay}
22. He has ~~laid~~ there a long time. ^{lain}
23. She ~~lay~~ the book on the table and it is ~~laying~~ there yet. ^{lying}
24. Now I (~~lie~~, ~~lay~~) me down to sleep.
25. I (~~sat~~, ~~set~~) myself down on a chair.
26. The masons are (~~laying~~, ~~lying~~) the stone.
27. She (~~sat~~, ~~set~~, ~~sit~~) the hen and she's (~~setting~~, ~~sitting~~) (alright, all right).
28. She (~~laid~~, ~~lay~~) in bed till 9 o'clock.
29. Fred (~~lies~~, ~~lays~~) on the sofa most of the time.
30. The balloon had (~~rose~~, ~~risen~~) before I came.
31. Will the fog (~~rise~~, ~~raise~~) when the sun (~~sets~~, ~~sits~~)?
32. The shower has (~~laid~~, ~~lain~~) the dust.
33. Where have you been (~~laying~~, ~~lying~~) so long?
34. The hen has (~~laid~~, ~~lain~~) an egg.
35. Has she, (~~sat~~, ~~set~~) on the steps long?
36. The little girl is (~~setting~~, ~~sitting~~) the table.
37. The (~~setting~~, ~~sitting~~) hen is away from her nest.
38. She can (~~raise~~, ~~rise~~) more money than I.
39. The river (~~raised~~, ~~rose~~) two feet last night.
40. The sun had (~~rose~~, ~~risen~~) an hour ago.

Exercise 23—Homophonous Words

78. In the following sentences, choose the correct word:

1. He gave his (~~assent~~, ~~assent~~) to his son's marriage.
2. The great ship sailed (~~straight~~, ~~strain~~) through the (~~strait~~, ~~straight~~).
3. We are going for a trip to the (~~beach~~, ~~beech~~).
4. The buggy soon (~~past~~, ~~passed~~) from (~~sight~~, ~~site~~).
5. He was (~~formally~~, ~~formerly~~) a foreman in this factory.
6. The (~~patience~~, ~~patients~~) were all frightened at the fire alarm.
7. The legislature is now in (~~session~~, ~~cession~~).
8. It was very (~~plane~~, ~~plain~~) that he did not buy a good (~~plain~~, ~~plane~~).

9. When a man puts (~~principal~~, ^{fundamental} principle) before money, he should be commended.

10. I must have some (assistance, ~~assistants~~) if I get this work out in time.

11. He has never been able to (~~find~~, ~~fixed~~) his watch.

12. The (~~attendance~~, ~~attendants~~) was very large this year.

13. You should inform yourself about (~~current~~, ~~current~~) events.

14. He seemed (~~bore d~~, ~~board~~) because he had to (~~sit~~, ~~set~~) on a (~~board~~, ~~board~~).

15. He said he could not (~~except~~, ~~accept~~) the position.

16. The (~~bridal~~, ~~bridle~~) pair seemed much annoyed.

17. He was found (~~dying~~, ~~dyeing~~).

18. The (~~effect~~, ~~affect~~) of the fire was very noticeable.

19. The ship was found several miles off its (~~course~~, ~~course~~).

20. It was simply a matter of (~~pride~~, ~~pride~~) with him.

21. The (~~minor~~, ~~miner~~) was killed by an explosion.

22. I am (~~confident~~, ~~confidant~~) that you will disappoint me.

23. A (~~piece~~, ~~peace~~) of the bullet was found.

24. The (~~statue~~, ~~statue~~, ~~statute~~) was of bronze.

25. They decided not to (~~alter~~, ~~alter~~) the building.

26. The (~~calendar~~, ~~calender~~) was out of date.

27. He bought twenty yards of (~~canvas~~, ~~canvass~~).

28. An (~~impossible~~, ~~impassable~~) barrier was found.

29. The (~~desert~~, ~~dessert~~) was not served properly.

30. The object of the discussion was to (~~elicit~~, ~~elicit~~) the truth.

31. He was (~~feared~~, ~~afraid~~) it would establish a bad (~~precedent~~, ~~president~~).

32. He always carried everything to (~~access~~, ~~excess~~).

33. The (~~affect~~, ~~effect~~) of the earthquake could not be seen.

34. I am always glad to receive (~~advice~~, ~~advise~~).

35. His excellent conduct was a (~~complement~~, ~~compliment~~) to his fine character.

36. The (~~peddle~~, ~~pedal~~) was broken.

37. The enterprise required considerable (~~capital~~, ~~capitol~~).

38. I thought their (~~allegations~~, ~~alligations~~) unreasonable.

39. The (~~ceiling~~, ~~sealing~~) was not very high.

40. I shall be (~~their~~, ~~there~~) at noon.

LESSON 20—Some Important Things About Letter Writing

79. In arranging the matter throughout a letter take pains to avoid extreme compactness. If you typewrite a full sheet with lines close together the matter will be more or less confusing to the reader. Double spacing between paragraphs is desirable, especially in long letters. Never crowd matter at bottom of sheet.

When commencing a second sheet, always number it. If the letter is directed to the Phoenix Hardware Company have the second sheet numbered at the top in the left hand corner, as follows: P. H. Co., No. 2, and so on numbering consecutively each additional sheet in the same manner.

A majority of our best letter writers have the initials of the dictator and of the stenographer put at the lower left-hand corner of the letter.

If the dictator's name is L. W. Peart and the stenographer's name is Stella Swenson, it should appear as follows: LWP-SS., thus causing the letter to show at all times who dictated it and who typed it.

All letters, if possible, should have a personal ring, and it therefore stands to reason that the word deserving of considerable prominence throughout a good letter is *you*, meaning the recipient of the letter. Be careful to avoid the repetition of *we* and *I* in your letter, as they are generally of little interest to the reader. His concern lies in what you can do for him.

A copy should be kept of every communication that leaves the office. Either a carbon copy may be made at the time the letter is written or a letter-press copy should be made from the sheet after it is signed.

The following is an example of a good business letter:

Riverside, Calif., July 5, 1915.

Mr. B. F. Martin,
425 McAllister St.,
San Francisco, Cal.

Dear Sir:

Please pardon us for reminding you that your January account of \$205.00 has not yet been paid. We regret having to call your attention to this, but receiving no explanation from you as to the cause of the delay, and having heavy obligations to meet during the coming month, we hope you can favor us with a remittance at this time.

Owing to a change in our business we find it necessary to increase our working capital. This makes it necessary for us to request our customers to settle at once all overdue accounts.

We trust that our pleasant relations will in no way be changed by this request and believe that we can depend upon you to send us your check in settlement.

Yours sincerely,

ALL-DJ

A. L. Lesseman.

Exercise 23-a

80. If you were Mr. Martin and had received the above letter, wouldn't you feel like paying the amount if you possibly could? The letter is fair, friendly and courteous, and therefore deserving of your careful attention. Assume that you are Mr. Martin and write to Mr. Lesseman, enclosing your certified check for the amount due. Explain why you did not pay the amount sooner. Possibly the bookkeeper was careless and neglected it. See if you can think of some legitimate excuse for not having paid it. Make out the check, using the form on page 68 as a model, and have it certified at the College National Bank.

LESSON 21—Correspondence Granting Favors

Santa Cruz, Cal., Aug. 29, 1915.

Mr. R. H. Hankins,
Fresno, Cal.

Dear Sir:

Enclosed find check No. 185 for \$78.50 to apply on my account of \$178.50. I had hoped to send you the full amount at this time, but circumstances prevent my doing so. If you can see your way clear to grant me an extension of thirty days on the remainder, I shall appreciate it.

Kindly send receipt for the amount enclosed.

Yours sincerely,

DCA-RS—(1 enc.)

D. C. Ahlers.

Exercise 23-b

81. Assume that you are Mr. R. H. Hankins, and that you received the above letter. Mr. Ahlers has shown his good intentions by paying a part of his account, therefore you can hardly refuse him the extension of time asked for. Write a suitable answer to the letter enclosing a receipt for the \$78.50.

Exercise 24

82. Write answers to the following questions and submit them to your teacher:

1. Which is correct, *Messrs. Wilson and Sumpter*, meaning a firm name, or *Messrs. Wilson & Sumpter*? Should the sign & ever be used to connect parts of a sentence?

2. Is this correct, *Wilson & Sumpter* were members of the committee? Why not?

3. Should the width of the margin depend upon the length of a letter?

4. How much margin would you judge to be right in typing a letter of say, 100 words on a regular letter head?

5. What is the difference in meaning between *inclose* and *enclose*; *indorse* and *endorse*?

6. Is it good business to acknowledge receipt of an order for goods? Why?

7. Why is it not proper to say, I will be pleased?

8. When a married woman writes to a stranger, how should she indicate whether she is married or single.

9. Tell how you would divide the following words: *other*, *restrictive*, *whether*, *indicate*, *shortened*, *period*, *insurance*, *temporary*.

10. Why is it necessary to give all details in regard to an order when writing to inquire about it?

Exercise 25

83. Words should be used in accordance with their established meaning. Correct the errors in the following sentences:

1. It is an ~~an~~ awful nice day.
2. I am mighty glad he has come.
3. This is a splendid cup of coffee.
4. I am in a terrible hurry.
5. I disremember who was chairman.
6. The music was splendid and the supper was immense.
7. He has a good character in that neighborhood.
8. He asked for a raise in salary.
9. He gave a good recommendation.
10. They formed a combine last month.
11. He sent me an invite to the party.
12. They make a deal with our firm.
13. He learned me to write.
14. Onions are said to be healthy food.
15. I shall try and do what you say.
16. I sent you a postal.
17. We saw a couple of men on the sidewalk.
18. We have every confidence in the man.
19. He agreed to foot the bill.
20. The days are growing shorter.

LESSON 22—Letters Ordering Goods

B. A. Student & Co.,
San Francisco, Cal.

Reno, Nevada, August 27, 1915.

Gentlemen:

Please ship to us by freight the following:

- 600 lbs. Bacon.
- 300 lbs. Santa Clara Prunes.
- 200 lbs. Navy Beans.
- 200 lbs. Evaporated Apples.
- 150 sks. Oregon Burbanks.

Please get shipment started as soon as possible, billing as usual.

Yours truly,

L. P. Sullivan & Co.
Per J.

Exercise 25-a

84. You are bookkeeper and correspondent for B. A. Student & Co. Write a letter to L. P. Sullivan & Co., acknowledging receipt of the above order and enclose an invoice (or bill) of the goods. Consult the daily market report for prices. Your regular terms to this firm are 20% and 5% in 60 days.

Exercise 25-b

85. Write answers to the following questions and submit to your teacher:

1. Why is the order for goods arranged as it is in the foregoing letter?

2. What is most necessary when giving an order for goods?
3. What should be said about payment?
4. What should be said about shipment?
5. Why is the colon (:) used after "the following"?
6. Where do you place a money order or check when enclosing it in a letter?
7. What is the principal objection to sending a private check to a person in a city where the maker is unknown?
8. Do you use the salutation "Dear Sirs"?
9. Why should letters not be signed on the typewriter?
10. In transcribing from shorthand notes should you try to have the transcription make sense or should you write it just as you read it?

LESSON 23—Properties of the Noun

86. Nouns are classified as Masculine, Feminine, or Neuter, as they indicate males, females, or objects whose sex is unknown or disregarded.

A knowledge of Gender is important to the extent that it involves a knowledge of the correct use of the pronouns *he*, *she*, and *it*.

Example: Every pupil must carefully prepare *his* lesson.

Nouns in the singular number, representing individuals whose sex can not be determined from the word are represented by the masculine, *he*.

Nouns denoting strength, power, sublimity, etc., when personified, are represented by the pronouns *he*, *his*, or *him*.

Nouns denoting gentleness, beauty, grace, peace, etc., when personified, are represented by the pronouns *she*, *her*, or *hers*.

Truth, crushed to earth, shall rise again,

The eternal years of God are *hers*;

While *error*, wounded, writhes in pain

And dies amidst *his* worshipers.

Nouns denoting objects without sex, names of animals whose sex is disregarded, and collective nouns of unity are represented by the pronoun *it*.

87. Nouns are classified as First person, Second person, and Third person, according as they represent the person speaking, spoken to, or spoken of; as, We *girls* will go. I, *John*, will do it. *Girls* and *John* first person. (A proper noun in the first person is always set off by the comma). Will you *boys* be quiet? *Boys* second person. Nouns naming things spoken of are in the third person; as, *Abraham Lincoln* freed the slaves.

88. Nouns have, with few exceptions, two number forms, the Singular and the Plural.

Nouns that denote but one object are singular; more than one, plural.

Most nouns form their plural by affixing *s* or *es* to the singular; as, *horse, horses; witch, witches*.

The following nouns (count them) form their plurals by a change of the word itself: *Ox, oxen; child, children; brother, brethren* (of a society); *cow, kine* (in poetry); *man, men; foot, feet; tooth, teeth; mouse, mice; goose, geese; woman, women; louse, lice*.

Exercise 25-c

Eleven words ending in *f* and three in *fe* change the *f* or *fe* to *ves*. They are: *Beef, elf, leaf, self, shelf, sheaf, loaf, calf, wolf, half, thief, knife, wife, life*. Write their plurals.

The plurals of all other nouns ending in *f* or *fe* are formed regularly by adding *s*.

All common nouns ending in *y* preceded by a vowel form their plurals regularly by adding *s*; as, *boy, boys*.

All common nouns ending in *y* preceded by a consonant drop *y* and add *ies*; as *daisy, daisies; colloquy, colloquies* (*u* after *q* is a consonant).

Names of persons add *s* only; as, the two *Henrys*.

Nouns ending in *o* preceded by a vowel add *s* only; as *cameo, cameos*.

All musical terms ending in *o* add *s* only; as, *banjo, banjos*.

Nearly all nouns ending in *o* preceded by a consonant add *es*; as, *negro, negroes*.

Exercise 25-d

89. Write the plurals of the following:

Journey, city, alley, joy, liberty, ally, fly, Mary, broncho, buffalo, hero, motto, alto, solo, domino, mulatto, grotto, soprano, zero, canto, arm, half, puppy, cargo, radius, ratio, fairy, fife, mouse, charity, chimney, chief, key, watch, attorney, echo, turkey, money, lasso, tornado, chair, tray, buoy, essay.

90. Letters, signs, and figures are made plural by adding the apostrophe and *s*; as, *t's, †'s, 5's*.

Compound nouns usually form the plural by adding *s* to the principal part of the compounds; as *fathers-in-law*.

A few compounds have both parts made plural; as, *man-child, men-children; man-servant, men-servants*.

Some nouns are always singular both in form and meaning; as, *wisdom, music, courage, gold, platinum, patience, pride*. Others are generally singular; as, *rhetoric, lead, copper, wine, sugar, rye, wheat*.

Some are plural in form but singular in meaning; as, *news, pains, (care), amends, measles, gallows*, and all nouns ending in *ics* except *athletics*.

Some nouns are always plural both in form and meaning; as, *tongs*,

thanks, pincers, mumps, seeds, tidings, riches, trousers, ashes, goods, scissors, bitters, victuals, vitals.

Exercise 26

91. Write the following nouns in a column, then beside them in another column write the plurals of those that have a plural form:

Chair, fife, class, inch, pass, table, dish, salmon, shelf, wife, frame, draft, dash, wrench, cashier, window, sky, alley, grass, enemy, towel, hose, hoe, roof, heathen, boy, soprano, neighbor, ship, mumps, shoe, loaf, girl, sheaf, tax, cargo, tomato, theory, molasses, chimney, handful, wages, artery, spoonful, woman-servant, son-in-law, t, 7, cupful, veto, alto, Mexican, Frenchman, German, victuals, measles, Miss Allen.

LESSON 24—Possessive Forms of the Noun

92. A knowledge of Case as applied to nouns is important only in the use of the possessive sign.

The possessive Case of most nouns is formed by adding an apostrophe (') and *s*.

If, however, the noun ends in *s* the apostrophe only may be used. The apostrophe follows the last letter of the word in all cases, and *s* follows the apostrophe; as *boy's, boys', man's, men's*. In writing the plural possessive first write the plural form then attach the sign.

In general, only nouns representing animate or living objects have the sign attached. However, when euphony demands it, the sign may be used with inanimate objects; as, "*Night's* shadow falls athwart our pathway." Also in using nouns referring to time as, *a day's wages, today's papers*.

Possession may be denoted by a prepositional construction: *as, The leg of the chair was broken. (Not chair's leg).*

When two or more nouns indicate joint possession of some object, the sign is attached to the last word only: *as, Morgan, Beaty & Brown's Banking House*. If, however, the object is not possessed in common the sign is attached to each; *as, Grant's and Lee's armies met at Appomattox.*

Exercise 26-a

Write the singular possessive and the plural possessive of the following words:

Girl, wife, child, deputy, soprano, ox, Englishman, German, son-in-law, boy, tailor, ally, Miss Allen, Mr. Barnes, doctor, mouse, fairy.

(German, Ottoman, Turkoman, talisman, Mussulman, and some others are not compounds of *man*; they form their plurals with *s*).

Exercise 26-b

Insert the apostrophe in the proper place in the following:

That girls books. Those girls books. Those childrens eyesight. My only sons daughters husband. These witnesses testimony. That witness statement. A mans enemies.

Exercise 26-c

Supply possessive sign: Mason and Dixon line. Jefferson and Roosevelt's administration. Men's and boys' clothing. Orr & Co.'s store.

In an expression consisting of a noun and explanatory words the sign is attached to the word immediately preceding the object possessed; as, *Tiffany's*, the jeweler's store. At *Tiffany's* store, the jeweler.

Exercise 27

93. Write the following nouns in a column, then beside them in another column, write the plurals of those that have a plural form. Write in other columns the singular possessive and the plural possessive of those words that can be made to show possession by use of the sign.

Chair, fire, class, inch, pass, table, dish, salmon, shelf, wife, frame, draft, dash, wrench, cashier, window, shy, alley, ally, deputy, toy, woman, grass, enemy, towel, hose, roof, heathen, bay, soprano, neighbor, ship, mumps, shoe, loaf, girl, sheaf, tax, cargo, tomato, theory, molasses, chimney, handful, wages, artery, spoonful, veto, Mexican, victuals, measles, Miss Allen.

Exercise 28—Possessive and Gender Forms

94. Write in correct form and be prepared to tell why the following are incorrect:

1. We could see the precipice's edge.
2. I did not know the book was your's.
3. Both Lee and Grant's armies were large.
4. The child took it's nap in the afternoon.
5. The desk's top had been cut by a careless boy.
6. The pencil's point was blunt.
7. This is your's but our's is yet to come.
8. We do not like their's.
9. This is John's my schoolmate's books.
10. His writing is bad, but it's much better than her's.
11. They sell women's and men's coats.
12. He asked for two day's pay.
13. The ship's crew were starving.
14. The lady's gloves were returned to her.
15. The lady's bonnets were alike.
16. Another day's work is done.
17. The soldiers' arm was broken.
18. Six month's interest is due.
19. He would not take his fathers' advice.
20. Today's paper is just out.
21. Have you read Keats' poems.
22. The clerks' salaries have been paid.
23. Boys' hats are sold here.
24. Henry's slate was broken.
25. The chair's leg was broken.

soldiers' month's fathers' today's Keats' boys' or boy's boys' Henry's chair's

leg of

Exercise 29

95. Rewrite the following sentences using the possessive sign with the words requiring it:

1. Are you reading John's book? *John's*
2. I have just bought a new set of Dickens works. *Dickens's*
3. Here is the payment for the first month's rent.
4. I took a four years' course at Harvard.
5. We are sure the doctor's advice is good.
6. The goods came from Taft & Pennoyer's store.
7. Men's, youths' and boys' clothing for sale here.
8. The witness's testimony was not true.
9. The boy's hat was lost.
10. The Teachers' Journal is published here.
11. The president's message was published.
12. The judge's decision was not satisfactory.
13. I have had two years' experience.
14. She had paid for eight months' tuition.
15. A year's time has gone.
16. Has your week's wages been earned?
17. Please send me twenty-five Robinson's arithmetics.
18. The man's money was gone.
19. The secretary's books were examined.
20. The woman's club meets tonight.

96. When the present participle is used as a noun and is preceded by a noun or pronoun, that noun or pronoun usually takes the possessive form; as, I had not heard of his and his brother's tramping across the continent. I was not sure of his having gone away.

If, however, the sense of the sentence refers to the individual rather than his action, the objective form is used; as, Whoever heard of a fat man heading a riot? Who would ever have thought of him becoming a forger?

In the last two sentences, the participle is used as an adjective.

Exercise 30

97. Correct the following sentences and point out the participles:

1. I am opposed to you going.
2. They heard of him having gone.
3. I heard of you and your brother being ill.
4. He did not know of me being there.
5. She told me about Mr. Simpson going away.
6. The train being late was a disappointment.
7. He told us about the car being off the track.
8. I did not know of him looking so badly.
9. There is no necessity for the firm going in debt.
10. The president failing to come caused the delay.
11. I did not object to him helping me.
12. He had no knowledge of his wife being there.
13. They have hope of John being elected sheriff.

14. Instead of the man coming quickly, he loitered on the way.
15. The reason for us going to Florida was generally understood.
16. It was him having gone away so suddenly that distressed her.
17. She thought it was the steamer rolling and pitching that made her seasick.
18. What is your opinion of me becoming an architect?
19. The family were greatly opposed to him becoming an actor.
20. What troubled him mostly was the boy lying to him.
21. I depend upon you keeping your promise.
22. I am surprised at it costing so much money.
23. A person's success depends, to a large extent, upon him keeping at work.
24. Do you approve of us going into the grocery business?
25. What do you think of me turning over a new leaf?
98. Do not place any word or words between the parts of an infinitive.

Exercise 31

99. Correct the following:

1. He was able to beautifully write a letter.
2. She had just begun to carefully study her lesson.
3. I desire you to kindly send me a new writing desk.
4. One must understand the forms of a language in order to properly speak it.
5. I am prepared to promptly serve you.
6. Do you expect to always have your own way?
7. We were told to go quietly through the house.
8. The teacher asked us to quickly respond when called upon.
9. He was told to immediately leave the room.
10. It will be my duty to faithfully record these events.

LESSON 25—Pronouns Reviewed

100. 1. A Pronoun (pro. *for*) is a word that stands for a noun, and is used to avoid an awkward repetition of that noun. John struck John. John struck *himself*. Pronouns may be divided into four classes: Personal, Relative, Interrogative, and Adjective Pronouns.

2. A Personal Pronoun is one whose form indicates the person speaking,—as, *We* will go; the person spoken to,—as, *You* must study diligently; the person or thing spoken of,—as, *He* is honest.

3. The simple personal pronouns of the first person, singular number, are: *I, me, mine*; plural number, *we, us, our, ours*; second person alike in both numbers; third person, singular number, *he, him, his, she, her, hers, it, its*; plural, *they, them, their, theirs*.

101. 4. Most of these pronouns, and also the relative *who*, have a distinct form to indicate the *case* relation in the sentence.

5. The forms, *I, we, he, she, they*, and *who*, are used only in the

nominative relation as subjects or attributes, never to complete the objective relation of transitive verbs or prepositions.

6. The forms, *me, us, him, her, them, and whom*, are used only in the objective relation to complete the meaning of transitive verbs (including infinitives and participles) and prepositions.

7. A pronoun must be of the same person, gender, and number, as the noun (antecedent) for which it stands. A *man* shows *his* character by *his* actions.

8. When a pronoun refers to two or more words taken together, the plural form of the pronoun should be used; as, *My son and his friend* have done *their* duty. If the words referred to by the pronoun are of different persons, the first person is preferred to the second or third, and the second person to the third; as, *John, you and I* will do *our* duty. *John and you* must do *your* duty. Either *you or I* am wanted.

9. Pronouns follow practically the same rule in agreement with antecedents that the verb *does* in relation to subjects or subject; as, *Each* of us has forfeited *his* inheritance. The antecedent of *his* is *each*, not *us*, just as the subject of *has forfeited* is *each* not *us*.

10. Compound personal pronouns are formed by adding *self* to the singular and *selves* to the plural forms of the pronoun; *himself, themselves*, never *hissself, theirselves*. If the antecedent is of indeterminate gender, singular number, the masculine *third singular* pronoun is used to represent it. Every *student* must prepare *his* lesson.

Exercise 32

102. In the following sentences supply the correct personal pronouns:

1. A person's success in life depends on — exertions; if — aims at nothing ~~he~~ will achieve nothing.
2. Each of us should do as — would be done by.
3. Let every boy answer for — ~~himself~~.
4. Each of us has lost ~~his~~ hat.
5. You and John should take care of — health.
6. I am the man who told you ~~his~~ story.
7. Not one of you saw — mistake.
8. A teacher should consult the interest of — pupils.
9. — whom the Lord loveth He chasteneth.
10. John or James will favor us with — company.
11. One or the other of us must relinquish — claim.
12. Each must answer for — ~~himself~~.
13. Each one of them expressed — opinion volubly.
14. Each of the boys cheerfully does — part of the work.
15. The boy, and not his father, broke — arm.
16. Neither of the boys saved — money.
17. Neither of the boys is willing to apologize for — rudeness.
18. The cabinet seemed to be divided in — sentiments.
19. The committee will soon submit — report.
20. The jury has agreed upon — verdict.
21. Each of them in — turn will receive the reward to which he is entitled.

LESSON 26—Relative Pronouns

103. A Relative Pronoun is a word that stands for a noun, and introduces a clause, or connects clauses. They are sometimes called connective pronouns.

The simple relatives are *who*, *which*, *what*, *that*, and *as*.

That is a relative when *who* or *which* may be substituted for it in the construction; *as* is a relative when it is used after *such*, *many*, and *same*.

Who is applied to persons; as, The man *who* learned. *Which* is applied to animals and things; as, This is the book *which* was spoiled. *What* may be resolved into *that which* or *thing which*; as, This is *what* he asked for, the *thing which* he asked for.

104. The relative pronoun is of the same person, gender, and number as the noun it stands for, but its case depends upon its relation to other words in the sentence; as, We found the *boys who* were lost. *Boys* is in the objective case, while *who* is in the nominative case, and both are third person, plural number, masculine gender.

That, as a relative, should be used when there is a joint reference to persons and things; as, The *boy and dog that* were lost have been found. After an adjective in the superlative degree; as, This is the *sweetest apple that* I ever tasted. After the words, *very*, *same*, and *all*, and after the interrogative *who*; as, *Who that* knew him could believe the story? *That* should also be used to introduce a restrictive clause, one necessary to make the meaning clear; as, The soldiers *that* were wounded were left on the field.

Who and *which* are used before clauses that add some thoughts not absolutely necessary to the meaning; as, My father, *who* is in good health, is sixty years old.

105. Many errors arise from an incorrect use of the relative pronoun. Study carefully the foregoing, and render the following sentences correct, and diagram them:

Exercise 33

1. He is a man (*who*, *whom*) loves the truth.
2. He is the man (*who*, *whom*) I love.
3. He knows (~~who~~, *whom*) we mean.
4. I wonder (*who*, *whom*) he thinks we are.
5. This is a young lady (*who*, *whom*) I think is competent.
6. This is a young man (*who*, *whom*) I believe to be qualified for the position.
7. Do you know (*who*, *whom*) it is?
8. (~~Who~~, *whom*) did you invite?
9. He is the man to (*who*, *whom*) I refer.
10. I wonder (*who*, *whom*) will be chosen.
11. (*Who*, *whom*) do you take him to be?
12. If I cannot believe him (~~who~~, *whom*) can I believe?

13. (~~Who~~, ~~whom~~) do you think went with us?
 14. We have full information as to (~~who~~, ~~whom~~) he is.
 15. The man and his horse (~~who~~, ~~whom~~, ~~that~~) went down with the bridge have been rescued.
 16. The man (~~who~~, ~~that~~) does wrong through fear of public opinion is a coward.
 17. The black horse (~~which~~, ~~that~~) is ten years old won the race.
 18. He is the bravest man (~~who~~, ~~whom~~, ~~that~~) I ever saw.
 19. He is the same man (~~who~~, ~~whom~~, ~~that~~) we met on the bridge.
 20. This is the very man (~~who~~, ~~whom~~, ~~that~~) the policeman arrested yesterday.
 21. That is the man and the boat (~~which~~, ~~that~~) went over the falls.
 22. The lady and the lapdog (~~that~~, ~~which~~) we saw at the window, (~~have~~, ~~has~~) disappeared.
 23. (~~Who~~, ~~whom~~) do you think I am?
 24. A lady (~~who~~, ~~whom~~) I expected to meet here has not come.
 25. He is a man (~~who~~, ~~whom~~) I think is all right.
 26. (~~Who~~, ~~whom~~) do you say that I am?

LESSON 27—Interrogative Pronouns

106. *Who*, *which*, and *what* may be used as Interrogative Pronouns in asking questions. In such cases whether the verb that agrees with them be singular or plural depends upon the answer to the question; as, *Who* knocks? Ans. *John*. *Who* have done this ignoble deed? The *hirelings* of the enemy.

Which and *what* may be used as interrogative adjectives; as, *What* book do you want? *Which* boy was to blame?

Exercise 34

107. Rewrite the following sentences choosing the right word:

1. I wonder (~~who~~, ~~whom~~) will be chosen.
2. (~~Who~~, ~~whom~~) do you say is to be selected?
3. (~~Who~~, ~~whom~~) did you sell it to?
4. (~~Who~~, ~~whom~~) can it be but Frank?
5. (~~Who~~, ~~whom~~) do you believe it to be?
6. I have no idea (~~whom~~, ~~who~~) it was.
7. Do you know (~~who~~, ~~whom~~) he meant?
8. (~~Who~~, ~~whom~~) was it given to?
9. (~~Who~~, ~~whom~~) will it be?
10. You may go with (~~whoever~~, ~~whomever~~) you are acquainted.
11. My friend, (~~who~~, ~~whom~~) I invited, will arrive on Monday.

Exercise 34-a (Review)

108. Select the proper word:

1. I had no thought of its being (~~she~~, ~~her~~).
2. (~~Who~~, ~~whom~~) do you think has gone to London?
3. (~~Whom~~, ~~who~~) do you think we met in New York?
4. I met a lady (~~who~~, ~~whom~~) all agree is beautiful.
5. I am not sure but (~~what~~, ~~that~~) he deserves to be punished.

6. The man (~~that~~, *who*) we met came running rapidly back to us.
7. Let you and (*me*, ~~I~~) go fishing.
8. (*Who*, ~~whom~~) do you suppose threw that rock?
9. Let Mary and (~~I~~, *me*) go home early, teacher.
10. (~~Was~~, *whom*) would you thank if not (~~I~~, *me*)?

Exercise 35

Correct the following:

1. Here is the man who we sent for.
2. I am sure he is the man ~~who~~ we saw.
3. Who is it for?
4. I wonder ~~whom~~ he thinks we are?
5. He has some friends ~~who~~ I know.
6. You may give the book to whoever you wish.
7. ~~Whom~~ is it that you invited?
8. Do you know ~~who~~ it is?
9. He is the man ~~to~~ who I refer.
10. Just between you and ~~I~~, he did wrong.
11. It was ~~me~~ that made the noise, but they thought it was ~~her~~.
12. ~~Who~~ did you hear?
13. ~~Who~~ can I believe if not my friend?
14. Who do you take it to be?

Exercise 35-a

109. Much ambiguity arises from misplacing the relative. Make the meaning clear in the following sentences:

1. The pupil will receive a reward ~~from~~ the teacher ~~who~~ is diligent.
2. He should not keep a horse ~~who~~ can not ride.
3. The dog fell into the well ~~that~~ was hurt.
4. A purse was picked up by a lady ~~that~~ was made of leather.
5. A balloon is wanted by a young man ~~that~~ is full of hot air.
6. The house was sold to a lady with a brick foundation.
7. Chairs were furnished the visitors ~~that~~ were beautifully carved and upholstered.
8. A lunch was served on wooden plates ~~which~~ we ate hurriedly.
9. The boy was punished by the teacher ~~that~~ is the numskull of the school.
10. We sent Mr. Boyd a basket of peaches ~~with~~ our thanks some of which weighed nearly a pound.

LESSON 28—Adjective Pronouns

110. An Adjective Pronoun is an adjective that may take the place of the noun it modifies; as, *Each* person gave all he was able to give. *Each* is an adjective modifying *person*. *Each* of them gave all he was able. *Each* is an adjective pronoun, representing *person* understood. The number of the adjective pronoun depends upon the number of the word it modifies; as, *More* than one were hurt. *More persons* were hurt than one.

The words most commonly used as adjective pronouns are: *all, any, both, each, either, neither, few, many, much, such, none, one, some, this, that, these, those, former, latter, other, some.*

Some of these have a possessive form and also a plural form; as, *One's* right is as good as *another's*. The smaller *ones* are less desirable.

None has no plural form though sometimes used in a plural sense; as, *None of us were* present.

111. Never use *but what* to introduce a noun clause, use *but that*. Who knows *but that* you will get the prize. *But* meaning *except*, is a preposition. All of the firemen escaped *but* him.

Exercise 36

112. Write the following sentences, choosing the correct pronoun, and diagram them:

1. I did not know it was (~~her~~, *she*).
2. (*He*, ~~him~~) and Harry thought it was (~~us~~, *we*).
3. He is not so tall as (~~me~~, *I*).
4. It wasn't (~~me~~, *I*).
5. (~~Us~~, *we*) four were there on time.
6. We saw Harry and (~~she~~, *her*).
7. We are sure it was (*they*, ~~them~~).
8. Yes, it is indeed (~~him~~, *he*).
9. Just between you and (~~I~~, *me*), it is my opinion that (*he*, ~~him~~) and George will disagree.
10. I did not allude to either you or (*her*, ~~she~~).
11. They supposed it to be (*I*, ~~me~~).
12. Neither Charles nor (~~her~~, *she*) was to blame.
13. He thought it was (~~us~~, *we*) but it was (*he*, ~~him~~) and Walter.
14. It was through Frank and (~~she~~, *her*) that word was sent to Max and (~~I~~, *me*).
15. I have always thought that it was (~~him~~, *he*).
16. We are not sure of (~~it~~, *its*) being (*she*, ~~her~~).
17. It was Henry and (~~me~~, *I*) who did it.
18. It will be (~~her~~, *she*) not (*we*, ~~us~~) who will win.
19. Just between you and (~~I~~, *me*) I think he did wrong.
20. He sent his regards to you and (*her*, ~~she~~).
21. I would like to be (*she*, ~~her~~).

113. It is a common error to use the conjunctions *than* and *as* before objective pronouns in sentences like "She is older than *me*." "She is as tall as *him*." We should say, "She is older than *I*." "She is as tall as *he*."

In such sentences the second clause is contracted by the omission of the verb. By supplying the verb, the reason for using the nominative form becomes evident.

Exercise 37

114. In the following sentences choose the proper pronoun, and diagram them:

1. John studies harder than (*he*, ~~him~~).
2. I admire it as much as (~~him~~, *he*).
3. I care more for you than (*she*, ~~her~~).
4. We are older than (~~them~~, *they*).
5. I can walk as fast as (~~him~~, *he*).

6. Are you stronger than (~~him~~, ~~he~~)?
7. They are richer than (~~us~~, ~~we~~), but we are just as happy as (~~they~~, ~~them~~).
8. He is not so tall as (~~I~~, ~~me~~).
9. Mary studies harder than (~~her~~, ~~she~~).
10. We shall be there as soon as (~~them~~, ~~they~~).
11. They walk faster than (~~us~~, ~~we~~).
12. Everyone is giving attention to this lesson but (~~him~~, ~~he~~).

115. In asserting equality of comparison, use *as . . . as*. In denying the equality of comparison use *so . . . as*.

Examples: He is *as* tall *as* his brother. (Equality). He is not *so* tall *as* his brother. (Inequality).

It is a common error to use the adverb *as* instead of *so* in sentences like the last.

In a relative clause the verb must agree in number with the antecedent of the relative. But when, *who*, *which*, or *what* is used in asking a question, the number form of the verb will depend upon the number of the antecedent formed in the answer to the question. Who *comes* here? A *friend*. Who *come* here? *Men* from the mines.

Exercise 38

116. Rewrite the following sentences making necessary corrections:

1. I do not enjoy fishing ~~as~~ well as ~~him~~.
2. No one saw it but ~~him~~.
3. I do not like you ~~as~~ well as ~~them~~.
4. Harry pays closer attention to the lesson than ~~him~~.
5. Had you studied harder you might not be ~~as~~ deficient as you are.
6. The horse knew ~~more~~ than ~~him~~.
7. Business is not ~~as~~ good this year as last.
8. They are all here but ~~her~~.
9. This book is not ~~as~~ expensive as the other.
10. I told you it was ~~they~~.
11. I am not so well as I was yesterday.
12. John is not ~~as~~ smart as ~~him~~.
13. He is not ~~as~~ particular now.
14. We have done far more than ~~them~~.
15. Paris is not ~~as~~ large as London.
16. Who does more for him than ~~us~~?
17. Harry could not write ~~as~~ well as James.
18. I like you as well as ~~them~~.
19. These oranges are not ~~as~~ sweet as the other ones.
20. They have more confidence in you than me.
21. Shorthand is not ~~as~~ difficult as typewriting.
22. The weather is not ~~as~~ good as it was yesterday.
23. This ink is not ~~as~~ good as that.
24. That envelope is not ~~as~~ large as this one.
25. I am not ~~as~~ good at typewriting as ~~her~~.
26. He was not ~~as~~ well prepared as his brother.

27. The first speaker was not ~~as~~ fluent as the second one.
 28. He is not ~~as~~ wealthy ~~as~~ he was ten years ago.
 29. The fruit crop is not ~~as~~ large this year.

Exercise 39

117. *Nor* should be used as the correlative of *neither*, and *or* as the correlative of *either*. Rewrite and correct the following:

1. He could neither read ~~or~~ write.
2. We have neither food ~~or~~ shelter.
3. He was neither too fast ~~or~~ too slow.
4. It was neither too warm ~~or~~ too cold.
5. I will neither go ~~or~~ allow you to go.
6. Our position is such that we can neither accept ~~or~~ reject your proposition.
7. He could neither solve the problem ~~or~~ find anyone who could.
8. The box was neither large enough ~~or~~ strong enough.
9. His handwriting was neither legible ~~or~~ rapid.
10. The check was neither signed ~~or~~ dated.
11. He neither acts like a child ~~or~~ chews gum during school.
12. She should neither study her lesson ~~or~~ go to the classroom.
13. They could not get the car to go either backward ~~or~~ forward.
14. The paper was neither black ~~or~~ white.
15. Neither you ~~or~~ your brother is eligible.
16. The safe was neither closed ~~or~~ locked.
17. The men could neither push ~~or~~ pull the car that was off the track.

LESSON 29—Sentences, Compound and Complex

118. A Compound Sentence is formed by uniting two or more simple sentences, relating to the same subject, by means of co-ordinate conjunctions, into one expression. Note the following two simple sentences: I slept and dreamed that life is beauty. I awoke from a dream and found that life is duty.

When combined into a compound sentence these would read: I slept and dreamed that life is beauty, *but* I awoke and found that life is duty.

The principal co-ordinate conjunctions are, *and*, *or*, *nor*, and *but*. There are many other words, usually adverbs, that may be used with these, or substituted for them in uniting the parts of a compound sentence. The most common ones are, *also*, *accordingly*, *consequently*, *besides*, *else*, *furthermore*, *hence*, *however*, *yet*, *so*, *nevertheless*, *therefore*, *still*, *then*.

John must obey the rules, *else* he will be punished.

John must obey the rules *or* he will be punished.

Washington crossed the Delaware and Lincoln freed the slaves, would not form a compound sentence, as the most important element, related ideas, is absent. The parts of a compound sentence, when short and closely connected in thought, should not be separated by a comma.

When the parts are long and involved, or not closely united in thought, they should be separated by a comma.

119. A Clause is an expression, containing a subject and predicate, but which does not express a complete thought.

A Complex Sentence is formed by uniting a clause to a simple sentence by means of a subordinate conjunction in such a way as to express a complete thought; as, The man *who stole the horse* has been captured. *The man has been captured*, is the simple sentence; *who stole the horse*, is the subordinate clause.

The principal subordinate connectives are the relative pronouns, *who*, *which*, and *that*. They usually introduce adjectival clauses. The conjunctive adverbs, *when*, *where*, *while*, *why*, and *how* usually introduce adverbial clauses, and the subordinate conjunctions *that*, *since*, *because*, *if*, etc., usually introduce noun clauses.

Noun clauses may be used as the subject; as, *That he deceived you* is evident. As the attribute complement; as, The general belief is that *the man is guilty*. As the object; as, He told me *that you would pay the debt*.

Clauses are restrictive or non-restrictive.

A restrictive clause is one that is necessary to make clear the writer's primary meaning; as, Words *that stand for nouns* are called pronouns. *That stand for nouns* is a restrictive clause.

A non-restrictive clause is one that is not absolutely necessary to make clear the meaning, but is used to add a new idea or emphasize one already expressed in the sentence; as, Words, *which are signs of ideas*, are divided into classes, called parts of speech. *Which are signs of ideas* is a non-restrictive clause.

Restrictive adjectival clauses are usually introduced by *that*; non-restrictive, by *who* or *which*.

Restrictive clauses should *never* be set off by commas; non-restrictive clauses should *always* be set off.

Restrictive and non-restrictive expressions may consist of words, or phrases, as well as clauses.

The most common words used in a non-restrictive sense are called appositive modifiers.

Nearly all appositive modifiers, consisting of more than two words, are parenthetical or non-restrictive, and should be set off by commas.

The following contain restrictive expressions:

Our president *Lincoln* was a statesman.

The Greek philosopher *Diogenes* sought in vain for an honest man.

Peter *the Hermit* preached the first crusade.

The boy *running so rapidly* is my nephew.

The following sentences contain non-restrictive expressions:

Mr. Luckey, *the well-known school-superintendent*, has been elected to the legislature.

Washington, *the first president of the U. S.*, was first in war, first in peace, and first in the hearts of his countrymen.

The diamond, *which is pure carbon*, is produced by intense heat, and under great pressure.

The deer, *lifting its head*, saw us on the bank of the stream.

Exercise 40

120. Determine which of the following clauses are restrictive and which are non-restrictive, select the proper connective, and supply the proper punctuation:

1. He (*that, who*) plods will reach the goal.
2. Cherish patriotism, (*which, that*) is each citizen's birthright.
3. Pittsburgh, (*which, that*) is a very busy city, is known everywhere as "the smoky city."
4. The smile (*that, which*) lit up her face was a revelation to me.
5. He says my horse (*which, that*) is a Hambletonian is a very valuable animal.
6. Stop at the house (*that, which*) is next to the bridge.
7. People (*that, who*) live in glass houses shouldn't throw stones.
8. Washington (*who, that*) was born in Virginia is called the father of his country.
9. His hair (*which, that*) was soft, yellow, and silky, hung in ringlets.
10. His writing (*which, that*) is very small, is beautiful.
11. Happy is the man (*who, that*) findeth wisdom.
12. The man (*who, that*) fell overboard was drowned.
13. Maize (*which, that*) is another name for Indian corn, grows in America.
14. I had a dream, (*that, which*) was not all a dream.
15. Columbus, (*who, that*) was a Genoese discovered America.
16. A fierce spirit of rivalry (*that, which*) is at all times a dangerous passion, had now taken full possession of him.
17. They ascended to the platform, (*which, that*) fell with a crash.
18. The horse (*which, that*) is prized for his beauty is a valuable animal.
19. The fish (*which, that*) were small were caught in large numbers.
20. The ruby (*that, which*) he found belongs to my sister.

NOTE.—The relative in a non-restrictive clause is generally equivalent to *and he, and they, and it*.

Many reputable writers use *who* and *which* to introduce restrictive clauses, especially when their use adds to the euphony of the sentence.

LESSON 30—The Comma

121. The comma indicates the slightest degree of separation between the parts of the sentence.

The comma should be used:

1. Whenever the sense would not be clear without it, *and only then*; as

He has four yoke of oxen, and horses. They landed, and killed ten Indians.

2. To set off introductory words or expressions not used directly to modify some particular word in the sentence; as, *However*, I will keep my promise. *However* strenuously he may strive, he cannot undo the past. *However* in the last sentence modifies strenuously.

3. To set off intermediate expressions; as, We are, *in fact*, only the advance agents of civilization.

4. To set off parenthetical expressions; i. e. expressions not necessary to make the primary meaning of the sentence clear; as, English is, *beyond question*, the most important subject of the course.

5. To set off appositive modifiers, when they consist of more than two words; as, Washington, *or the "Father of his Country" as he is familiarly known*, executed one of the most masterly retreats recorded in history.

If the comma, however, is necessary to make the meaning clear, though the appositive consists of only one word, it should be inserted; as, Elizabeth's favorite, *Raleigh*, was beheaded. Without the comma it may seem that of several *Raleighs*, the favorite Raleigh was beheaded. I, *Paul*, say these things to you.

6. When an explanatory expression is introduced by *or* or *as* it should be set off; as, The puma, *or American lion*, is a native of South America. He, *as a statesman*, showed great ability.

7. Nouns repeated for emphasis, or rhetorical effect, should be set off from the rest of the sentence. I met a fool, *a crazy fool*. *Treason, treason, treason*, came from every part of the house.

8. Words, phrases, or clauses, used in a series without connection, should be separated by commas. When a conjunction is used between the last two words of a series a comma should be inserted before it; Honesty, truthfulness, and loyalty constitute an invincible equipment. Men *of prudence, of intelligence, and of integrity* are always in demand.

9. When no conjunction joins the last two words of a series forming a compound subject or predicate, a comma should follow the last word also; as, Attention, application, loyalty, make for success.

10. A participle used as an adjective, unless used in a restrictive sense, should be set off by commas; as, The deer, suddenly *lifting* its head, detected our presence. The man *standing* nearest the door is watching us. *Standing* is restrictive.

A participial phrase is restrictive when the relative pronoun *that* and a *finite verb* can be substituted without injury to the sense; as, A man retaining moral integrity under trying circumstances, deserves great honor. Equivalent to *that retains*, and is, therefore, restrictive.

11. A non-restrictive clause should be set off from the rest of the

sentence. Maize, *which is another name for Indian corn*, grows in America.

A non-restrictive clause is not necessary to give the primary meaning, but adds some new thought to the sentence.

The relative in a non-restrictive clause is generally equivalent to *and he, and it, and they*, etc. I had a dream, *which (and it) was not all a dream*.

The relative *that* should be used only in restrictive clauses; *who* or *which*, in non-restrictive. Many reputable authors, however, use *who* or *which* in restrictive clauses.

When the relative has several antecedents that are themselves separated by commas, it should be set off by a comma, even though the clause be restrictive. There were present *laborers, mechanics, and merchants, who* listened patiently to his arguments.

If the comma after *merchants* were omitted the sentence might be held to mean that the *merchants*, only, listened patiently.

12. In a compound sentence, if the last clause follows as a consequence of the condition expressed in the first, they should be separated by a comma; as, The policeman ran rapidly, but the thief finally escaped.

13. When the members of a compound sentence are long or differently modified, they should be separated by a comma; as, I love not the woman that is vain of her beauty, or the man that prides himself on his wisdom.

14. The members of a compound sentence where one part presents an affirmation and the other a negative, should be separated by a comma; as, Assurance may secure you a job, but it will not hold it for you.

When the members of a compound sentence, or either of them is divided by a comma, they should usually be separated by a semicolon; as, Gentlemen, are you ready for action; have you fully counted the cost?

15. When words or phrases are used in pairs, a comma should be used after each pair; as, "Sink or swim, live or die, survive or perish, I am for the Declaration."

Exercise 41 (Review)

122. Punctuate and capitalize the following:

1. ohio ind and ill were part of the northwest territory.
2. general u. s. grant was unquestionably the ablest military commander the united states has produced.
3. newton the great mathematician discovered the law of gravitation
4. the following indorsements were made on the note, july 15 \$300 sept. 7 \$600, Dec. 5 \$150.
5. now john said the teacher how is a speculative property account closed
6. to greece we are indebted for the three principal orders of architecture viz. the doric the ionian and the corinthian.
7. the connective is sometimes omitted, as the miser grows rich by seeming poor, the extravagant man poor by seeming rich.

8. Mary began her high school course at Stockton, but completed it at the Oakland High School.

9. we may live without poetry, music and art, we may live without conscience and live without heart, we may live without freinds, we may live without books, but civilized man cannot live without cooks.

10. John W. Barrows, Ed. William Wallace, Ed. the Rev. Henry Harlow, and the Hon. William Calvin were of the party who visited the Worlds Fair at Paris.

11. Walter, the penniless, was an incompetent leader.

12. the teacher, being absent, the pupils had a holiday.

13. the teacher's being absent was a great disappointment to the pupils.

14. the girl as well as her escort was caught in the storm.

15. of all our senses sight is the most perfect and delightful.

Exercise 41-a

16. have you read the lives of the hunted.

17. although we seldom follow advice we are all ready to ask it.

18. the romans, who conquered Greece, were brave men.

19. punctuality is no doubt a quality of great importance.

20. now sir, why do kites rise.

21. industry honesty frugality and temperance are among the cardinal virtues

22. Gen. Burgoyne who was a renowned soldier surrendered his army at Saratoga

23. one could not help looking at the child's sweet bright happy face

24. he came from Stockton yesterday and today I took him driving

25. the long green corn tassels were waving in profusion

26. in the first place said the witness I do not know John Higgins

27. however I should not advise you to accept the proposition for I believe you will regret it if you do

28. he is the man who did the work but not the man who presented the bill

29. Gen. Grant who afterward became president captured Vicksburg

30. He shouted and frightened the child into convulsions

Exercise 41-b

31. we must however pay some deference to the opinions of the wise

32. if you would be revenged on your enemies let your life be blameless

33. honesty is the best policy but he is not an honest man who acts on that principle

34. do not insult a poor man his misery entitles him to pity

35. well it takes more than muscle to make a man

36. was that wonderful instrument the hand made to be idle

37. do not squander time for that is the stuff that life is made of

38. John Quincy Adams last words were this is the end of life

39. he began by saying the old proverb well begun is half done contains an important truth

40. his question how are we to prove it was not out of place

41. please ship us by freight via the B & O or the following goods

42. what one dies for not his dying glorifies him

43. knowing that you have no agent at this end of the line we offer our services

44. the word knowledge strictly employed implies three things namely truth proof and conviction.

45. apples pears peaches plums and cherries are commercial commodities

Exercise 41-c

46. the reason for the failure as will be seen later was the lack of application

47. the boy that idles away his time will probably become a vagrant

48. no book could have been chosen that would be more suitable

49. in the interest of humanity i appeal to all the citizens of our country to resist
the encroachments of wealth upon individual liberty
50. the strike being at an end work was resumed without delay.
51. iron the most useful of metals is fortunately the cheapest
52. milton the poet was blind and his temper was execrable
53. they told the sexton and the sexton tolled the bell
54. pure thoughts good deeds and noble aspirations elevate a man
55. when a man ceases to go up he begins to go down
56. he who hesitates between duty and desire is lost to honor
57. it is the worst wheel of the cart that makes the most noise
58. the south was in a turmoil and the north was in a rage
59. do your best no one could expect more of you and in justice to yourself
you can do no less
60. be good sweet maid and let who will be clever

Exercise 41-d

61. the commander riding ahead encouraged the troops
62. turning our horse we rode back to the fort
63. the soldier wounded by a shell was carried to the rear
64. to be candid I have but little confidence in the plan
65. education figuratively speaking is the key to success
66. having been late many times he hesitated to enter
67. the venerable orator rising slowly addressed the audience.
68. striving industriously for an hour he finally effected his escape
69. the deer standing nearest the lake is looking toward us
70. the deer suddenly lifting its head detected our presence
71. we will despite your opposition sir pass this bill
72. one of these sentences does not need a comma which one
73. to try things oft and never give over doth wonders Bacon
74. law is powerful necessity more so Goethe
75. the more we do the more we can do the more busy we are the more leisure
we have Hazlit

Exercise 41-e

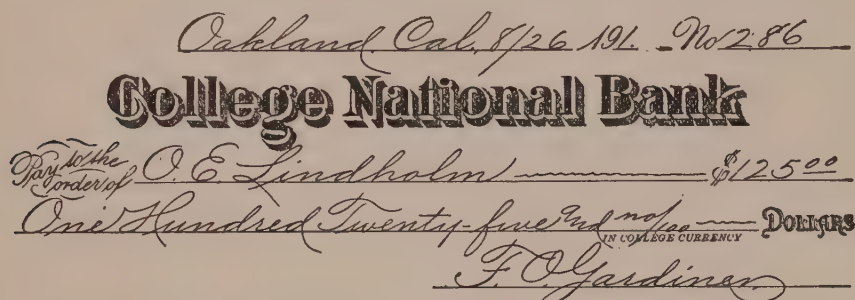
76. time wasted is existence used is life Young
77. tis better not to know so much than to know so much that isnt true declared
the speaker
78. far better to know everything of a little than a little of everything Pickering
79. make your calculations to live forever but be prepared to die at any time
Kennedy
80. it is good to begin well but better to end well
81. the noblest question in the world is what good may I do in it
82. keep thy shop and thy shop will keep thee Franklin
83. three may keep a secret if two of them are dead Franklin
84. nothing is denied to well-directed labor nothing is ever to be attained with-
out it selected
85. do your duty come what may

LESSON 31—Methods of Remitting Money

123. There are many substitutes for money in the commercial world.
Goods are bought and sold, debts settled, collections made, and remittances

forwarded by means of checks, bank and personal drafts, postal and express money orders, telegraph orders, etc.

The most common form of commercial paper is the personal check. Money is deposited in the bank, and the check is an order upon the bank to pay a certain person a certain sum of money. The following is a common form:



Checks should be presented promptly for payment or deposit, as delay might cause the payee (the one who is to receive the money) to lose his right to collect.

When your own checks are returned to you from the bank, file them in order of their datings and keep them as vouchers or receipts for the payments. Remember a cancelled check is the best kind of a receipt for the payment of an obligation.

Before checks, or any other kind of commercial paper, can be cashed or deposited they must first be endorsed, i. e., the payee must sign his name on the back exactly as it is written on the face of the paper. The usual custom is for the payee to write his name across the check about one inch from the left hand end. If the name appears on the face of the paper "John W. Cadman," as payee, most banks would not accept it with the endorsement "J. Winters Cadman."

Care should be exercised when filling in the amount to see that the sum shown by figures agrees with that in writing, and also to see that no opportunity is afforded dishonest persons to increase the amount by inserting more figures or writing, or in another manner to alter it. (Teacher should here demonstrate.)

Exercise 41-f

124. After reading instructions on page 24 write a letter to Mr. L. W. Zinn, Riverside, Cal., enclosing your check for \$961.45, the amount of your note of \$900.00 and interest to date. Ask him kindly to return the cancelled note.

Exercise 41-g

Write an answer to your letter to Mr. Zinn, acknowledging receipt of the check. State that you are enclosing the cancelled note, etc. Write

the note (see form below), and cancel it with red ink. (Teacher will demonstrate).

\$200.00 San Francisco, Cal. 8/6/1911
Sixty days after date, for value received, I promise to pay
 to the order of L. W. Pease
 at Stockton, California
Two Hundred and no/100 IN COLLEGE CURRENCY. **Dollars**
 with Interest at 6 % per annum
No. 47 Due Oct 1 R. W. Decker

125. A large percentage of the monetary exchanges of the world is effected by means of bank drafts. Banks which do a general banking business usually keep funds on deposit with other banks in the larger cities, against which they issue drafts in favor of persons who wish to buy what is called "exchange" on these cities. While the banks generally charge a low rate of exchange for these drafts, yet they often issue them to regular depositors without exchange charge.

Drafts on large cities are usually received as cash by banks throughout the country, but the person presenting them must be properly identified.

A draft or check used for the purpose of making a remittance by mail should never be made payable to bearer, either on its face or by blank endorsement, as such paper may then be cashed by any person whether he has a right to the money or not.

Following is a common form of Bank Draft:

College National Bank	
No. <u>294</u>	
Oakland, Cal., <u>Sept 14, 1911</u>	
Pay to the order of <u>E. P. Neald</u>	<u>\$700.00</u>
<u>Seven Hundred and no/100</u>	<small>COLLEGE CURRENCY</small> Dollars
To First National College Bank, } San Francisco, Cal. } <u>W. W. Kennedy</u> CASHIER	

LESSON 32—The Invoice

126. An Invoice is a written statement in detail of articles sold. (See model following). It should give the name of the place from where the goods were sold or shipped, the date of the sale, the names of the buyer and seller, the terms of payment, the name, quantity and price of the articles, and the total amount. The invoice is said to be receipted when the words "Received payment", or the word "Paid," and the seller's signature have been written at the bottom. It is common for the seller of the goods to call it a Bill, while the buyer properly refers to it as an Invoice.

WHOLESALE		R. W. DECKER & CO.		RETAIL	
DEALERS IN GENERAL MERCHANDISE					
Sold to		<u>L. W. Peart & Co.</u>			
		<u>Stockton Cal.</u>			
Terms		<u>10.5% 60 days</u>		Oakland, Cal., <u>January 3, 191</u>	
	20 bbls.	To To Flour @ 4.40	88		
	25 "	Cornmeal . 3.25	81.25		
	30 "	Rye Flour . 3.75	112.50		
	10 "	Oatmeal " 9.60	96		377.75
		Less 10.5%			54.78
		Rec'd payment			322.97
		R. W. Decker & Co.			
		per M			

Exercise 41-h

127. When L. W. Peart & Co. bought the goods of R. W. Decker & Co., as shown above, the latter firm mailed the bill to the buyers at the time of sale.

Assume that you are bookkeeper for L. W. Peart & Co., and that this invoice has not run the 60 days according to the terms of the sale, and should be paid with the discounts of 10% and 5%. Obtain a bank draft (according to instructions from your teacher) for the amount of the invoice less the discount. Also make a copy of this invoice (with the exception of the acknowledgment of payment).

Write a letter to R. W. Decker & Co., enclosing the bank draft and the invoice. Ask them to receipt the invoice and return it to you. Sign the letter, per your initials.

Exercise 41-i

128. Some time ago the commission firm of J. E. Cox & Co., of 425 McAllister St., San Francisco, Cal., shipped you some goods to be sold on commission. The last of the goods have been sold and you are to remit for

the proceeds which amount to \$. Obtain a bank draft as previously instructed, make out account sales according to the following form and enclose the two papers in your letter. Request that a receipt be sent for the payment.

ACCOUNT SALES					
From <u>D. C. Ahlers & Co.</u>					
To <u>Geo. W. Collins & Co.</u>		<u>Santa Cruz, Cal. 2/1</u> 19 <u>1</u>			
For Merchandise Received <u>January 5</u> 19 <u>1</u>		via <u>S.P.R.R.</u>			
Consignment No. <u>163</u>		Folio <u>67</u>		Clerk. <u>George Gillin</u>	
SALES					
	<u>500 bu barley</u>	<u>@ 62¢</u>	<u>310</u>		
	<u>500 " corn</u>	<u>" 50¢</u>	<u>250</u>		<u>560</u>
CHARGES					
	Freight \$	Drayage \$ <u>10.40</u>	Storage \$ <u>7.80</u>		
	Inspection \$	Insurance \$ <u>7.00</u>	Commission \$ <u>14.00</u>		
	Other Charges \$		Total Charges		<u>32.90</u>
			Net Proceeds		<u>527.10</u>

Exercise 41-j;

129. Write answers to the following questions and submit to your teacher:

- Which is preferable, "Your letter of the 25th inst.," or, "Your letter of June 25"?
- Which of the following words should be capitalized? college of physicians and surgeons. texas is a state in the south. he speaks both latin and spanish fluently. we spoke of the art department.
- What is wrong with the following expressions? Four cow's for sale. Men's and Children's shoes. He has five years' experience. The merchant's picnic.
- Why are 2d and 3d better than 2nd and 3rd?
- What are meanings of *pages* 4, 7, 12, and *pages* 38-64?
- Should the first word of a sentence begin with figures?
- May a word of one syllable be divided?
- Why is a hyphen required in *high-colored* and not in *highly colored*?

LESSON 33—Words Frequently Misused

Exercise 41-k

130. Advise, Advice. Say, I want your *advice* in the matter, not *advise*. *Advice* is a noun; *advise* is a verb.

Combine, Combination. Say, A *combination* was formed. *Combine* is a verb.

Postal, Postal Card. Do not say, I received a *postal*. *Postal* is an adjective.

Raise, Increase. Say, He got an *increase* in salary. *Raise* is a verb.

Bound, Determined. Do not say, I am *bound* to win. *Bound* refers to obligation.

Allowed, Thought. Do not say, I *allowed* he would do that; *thought* is the proper word.

Beg to say, Would say. You are not a beggar. I *would say*, is correct.

Calculate, Intend. To calculate means to arrive at mathematically. Say, I *intend* to finish my course.

Graduated from, Was graduated at. Say, I *was graduated from* Berkeley. The school does the graduating, not the student.

Help, Avoid. Do not say, I could not *help* crying. *Help* means assistance.

Posted, Informed. Do not say, He is well *posted*. People are informed but not posted.

Try and, Try to. Say, I shall *try to* see you tomorrow.

Exceptionable, Exceptional. *Exceptionable* means that to which we may take exception. Do not say, This city has *exceptionable* advantages.

Healthy, Healthful, Wholesome. Do not say, Corn bread is *healthy*. *Wholesome* is the proper word when referring to food. *Healthful* means anything that tends to produce health.

Practicable, Practical. Do not say, It is not a *practical* plan. *Practical* means having skill or practice, while *practicable* means capable of being carried out or practiced.

LESSON 34—Agreements of Parts of Speech

131. A verb must agree with its subject in person and in number; as, The *boy was* hurt. Both are singular. The *boys love* their mother. Both are plural. All verbs in present tense that end in *s* are singular. Remember if the subject is singular in sense the verb is singular, and vice versa.

2. A verb agrees with its subject in sense rather than in form. As *much as twenty inches* of snow *has* fallen in Florida this winter.

3. If the subject expresses number, the verb agrees with the subject in number. As *many as five silver dollars were* picked up in the street after the accident.

4. If quantity is expressed the verb will be singular; as, *Three hundred dollars was* paid for a substitute. *Three thousand bushels of wheat was* raised on the ranch.

5. The pronoun *I* except when it is used with *was* or *am*, requires the plural verb, though it stands for a singular antecedent; as, *I have heard* the news.

6. The pronoun *you* always requires a plural verb even though it represents a singular antecedent; as, *You are* the person wanted.

7. Nouns that have but one form for both numbers require the singular or the plural verb according to the sense in which they are used; as, Many deer *were* shot by the hunters. A large deer *was* caught in the corral.

8. When the construction represents the members of a collective noun as acting in unison the verb to agree with it must be singular; as, The jury *has* agreed upon its verdict. When the construction represents the members of the collective noun as acting independently of each other, the verb to agree with it must be plural. The jury *have* not agreed upon a verdict. The congregation *love* their pastor. The congregation *has* increased the pastor's salary.

9. Singular subjects connected by *and* require a plural verb; as, The man and his son *have* gone home.

10. When subjects are connected by *or*, or *nor*, the verb agrees with the subject nearest to the verb; as, John or his sisters *have* won the prize. Neither John nor his sister *has* won a prize. Neither the sailors nor the captain *was* to blame.

11. When subjects are connected by *and too*, *and also*, *and not*, *but not*, *if not*, and *as well as*, the verb agrees with the subject first mentioned and is understood to the other. Such expressions are awkward and should, when practicable, be avoided. Examples illustrating the rule: The sailors, as well as the captain, *have* earned the reward. The captain, and the sailors, too, *has* earned the reward. John, and his sister also, *has* gone home. Note the use of the comma in these and similar constructions.

12. When subjects connected by *and* are preceded by *each*, *every*, or *no* the verb must be singular; as, Each tree and each leaf *proclaims* the wisdom of its Creator. No tyrant and no traitor *breathes* our mountain air.

13. When subjects connected by *and* refer to the same object, the verb should be singular; as, My friend and teacher *has* done this for me.

14. When the subject is a partitive word and is followed by *of* the number of the verb is determined by the number of the noun following *of*. Three-fourths of the words *were* misspelled. Three-fourths of the crop *has* been sold.

15. When the subject is a noun like *variety*, *abundance*, *plenty*, and

number, followed by *of*, the number of the verb is determined by that of the noun following *of*; as, A number of deserters *were* captured. An abundance of water *was* found. An abundance of apples *were* raised on the farm.

Exception: When the word *number* is preceded by *the*, the verb is always singular; as, The number of total cases *is* daily growing smaller.

16. If the subject is *either, neither, one, everybody, nobody, each, etc.*, to agree the verb must be singular. Everybody *is* busy with his lesson.

17. The pronoun "you" when used as the subject, always requires a plural verb; as, You, John, *were* guilty of a grave offense.

18. Do not mistake an apparent for an actual subject; as, An exploration of the chambers *was* at once begun. Exploration is the subject, not chambers.

Exercise 42

132. Select the correct word in the following sentences:

1. A number of price lists (*have, has*) been printed.
2. Three-fourths of the soil (*is, are*) unfit for cultivation.
3. A profusion of wild flowers (*was, were*) used to decorate her grave.
4. An abundance of material for a thrilling novel (*is, are*) at hand.
5. An abundance of peaches (*was, were*) raised in that orchard.
6. A variety of pleasing airs (*was, were*) sung by the composer.
7. Two-thirds of the men (*was, were*) employed.
8. The number of pupils absent (*was, were*) small.
9. This is one of the best apples that (*has, have*) been placed on exhibition.
10. This is the only one of the horses that (*is, are*) available.
11. One of the cities which (*was, were*) built still (*remain, remains*).
12. In virtue and charity (*is, are*) found happiness.
13. To praise goodness and to act evilly (*mark, marks*) a base mind.
14. Here (*come, comes*) Mary and Jane, but where (*have, has*) Tom and Harry gone.
15. A number of boys (*was, were*) rewarded for bravery.
16. Each of the men (*claim, claims*) that (*he, they*) (*is, are*) innocent.
17. What sounds (*have, has*) each of the vowels?
18. Mary, when (*was, were*) you given that flower?
19. There (*are, is*) several reasons why you should improve your time.
20. (*Was, were*) either of the young men considered guilty?
21. Will one of you young men lend me (*his, their, your*) watch?
22. Plenty of nuts (*are, is*) to be found under the trees.
23. She is one of three young ladies (*who, whom*) I believe (*is, are*) sure to suit you.

133. An expression consisting of an asserting word followed by an adjective complement or by a participle used as an adjective may be mistaken for a verb in the passive voice; as, The hat was torn by the dog. *Was torn*, passive voice. The coat was badly torn. *Torn*, adjective complement.

To determine whether such words are verbs or complements, see whether the verb may be followed by *by* before the name of the agent without changing the sense. If so the word is part of the verb. The man was kicked by what? The horse. The horse was tired. By what? No agent.

Exercise 43

134. Tell which of the following completed predicates may be treated as verbs, and which, as followed by an attribute:

1. The lady is accomplished.
2. The task was accomplished in an hour.
3. Are you determined to go?
4. Dinner was soon served.
5. You are mistaken.
6. A shadow was mistaken for a foot-bridge.
7. The man was drunk before the wine was drunk.
8. The boy was hurt.
9. He is writing a letter.
10. Stars have disappeared.
11. Suns have been discovered.
12. Spring has come.
13. The danger might have been avoided.
14. She is singing.
15. Has it been decided?

LESSON 35—Modification of the Verb

135. Voice is that form of expression in the use of the transitive verb which shows whether the subject of the verb is acting or is the thing acted upon.

1. The Active Voice shows the subject as acting; as, John struck the dog.
2. The Passive Voice shows that the subject is acted upon; as, The dog was struck by John.

When a verb in the active voice is changed to the passive voice, the object becomes the subject, and the subject becomes the object of a preposition. Willie threw the ball.—(Active.) The ball was thrown by Willie.—(Passive.)

The verb is rendered passive by the use of some form of the verb *be*.

Passive verbs, like copulative verbs, have the same case after them as before them when both words refer to the same thing; as, The child *was* named Wesley.

Exercises 44 and 44-a

136. Change the Voice in the following without changing the meaning, then diagram each sentence:

1. That tribunal pronounced Charles a tyrant.
2. The town nicknamed him "Beau Seymour."
3. Even silent night proclaims my soul immortal.
4. He was refused admittance by the porter.
5. They were refused protection by the officers.
6. He told me to leave the room.

7. I taught the child to read.
8. The ship was wrecked.
9. I offered him money.
10. The eagle caught the fish.
11. The bird was shot by the hunter.
12. The man bought the horse.
13. The man has caught the bear.
14. The village master taught his little school.
15. We named him John.

137. Mode is the manner in which the verb in the sentence asserts the action or being.

1. The Indicative Mode asserts the action or being as a fact. The assertion may be in the form of a declaration or an interrogation; as, The wise boy carefully *prepares* his English lesson. Does the preparation of the lesson *benefit* the boy?

2. The Potential Mode denotes power, possibility, liberty, etc.; as, He *can* learn. He *may* learn.

3. The Subjunctive Mode is rapidly going out of use, but a few of its original forms are retained. A certain prominent author has this to say of it: "The subjunctive mode is a universal stumbling block." Nobody seems to understand it although almost everybody pretends to use it. At the best it gives a sentence an air of pedantry, if not of affectation. A few of the most commonly accepted forms are quoted below:

If the earth were flat, (it is not) men could not have sailed around it. Used to imply that the contrary of the statement made in the sentence is true, not the statement itself. If I were you.—(I could not be.) If he were living.—(He isn't.)—etc.

138. Tense is the time of the action or being expressed by the verb.

1. The tenses of the indicative mode are the present, the past, the future, the present perfect, the past perfect, and the future perfect.

The tenses of this mode are formed:

By using the simple form of the verb for the present tense; as, He *learns*. He *sees*.

By using the past form of the verb for the past tense; as, He *learned*. He *saw*.

By using the present form of the verb with *shall* or *will* for the future tense; as, He *will learn*. He *will see*.

By using the past participle of the verb with *have* or *has* for the present perfect tense; as, He *has learned*. He *has seen*.

By using the past participle of the verb with *had* for the past perfect tense; as, He *had learned*. He *had seen*.

By using the past participle of the verb with *shall have* or *will have* for the future perfect tense; as, He *will have learned*. He *will have seen*.

2. The potential mode has four tenses. The present, the past, the present perfect and the past perfect.

Use *may*, *can*, or *must* with the present form of the verb for the present tense.

Use *might*, *could*, *would* or *should* with the present form of the verb for the past tense.

Use *may have*, *must have*, or *can have* with the past participle of the verb for the present perfect tense.

Use *might have*, *could have*, *would have* or *should have* with the past participle of the verb for the past perfect tense.

139. Synopsis:

	INDICATIVE MODE	POTENTIAL MODE
Present tense	<i>He loves</i>	<i>He can love.</i>
Past tense	<i>He loved.</i>	<i>He could love.</i>
Future tense	<i>He will love.</i>	
Present perfect tense	<i>He has loved</i>	<i>He can have loved</i>
Past perfect tense	<i>He had loved</i>	<i>He could have loved.</i>
Future perfect tense	<i>He will have loved.</i>	

140. Use *shall* with the first person, and *will* with the second and third persons to express something that is probable to happen.

Use *will* with the first person, and *shall* with the second and third persons to express a determination or a promise.

DETERMINATION	PROBABILITY
I will	I shall
We will	We shall
He shall	He will
She shall	She will
They shall	They will

In asking a question *shall* should always be used with the subjects *I* and *we*. With other subjects use the auxiliary expected in the answer.

Exercise 44-b

Justify the use of *shall* and *will* in the following conversation:

He. "Shall you visit the city today?"

She. "I shall go this afternoon."

He. "It looks like rain. Perhaps you would better defer your visit to some other time."

She. "I have an important engagement, and I will go rain or shine."

He. "Shall you go alone?"

She. "No. I shall take Murill with me."

He. "Will you promise to take a taxicab if it rains?"

She. "I will."

Exercise 45

141. Select the proper auxiliary in the following sentences:

1. I (*shall*, *will*) never speak to him again, never.

2. "He (~~shall~~, ~~will~~) pick up that paper or I (~~shall~~, ~~will~~) punish him," said the teacher.
3. Help! The boat (~~shall~~, ~~will~~) upset, no one (~~shall~~, ~~will~~) help us, and we (~~shall~~, ~~will~~) be drowned.
4. I think it (~~shall~~, ~~will~~) rain soon.
5. (~~Shall~~, ~~will~~) I get the book for you? If you (~~will~~, ~~shall~~) be so kind.
6. You (~~will~~, ~~shall~~) be in London then.
7. He (~~shall~~, ~~will~~) do as he pleases anyhow.
8. Oh Dear! I (~~shall~~, ~~will~~) never see him again.
9. He (~~will~~, ~~shall~~) not strike the dog; I promise you.
10. They (~~shall~~, ~~will~~) go to school; I (~~will~~, ~~shall~~) not allow them to grow up in ignorance.
11. We (~~shall~~, ~~will~~) endeavor to do all we can.
12. He thinks he (~~shall~~, ~~will~~) be admitted to the bar.
13. She (~~shall~~, ~~will~~) not attend the wedding on account of ill health.
14. The boat (~~shall~~, ~~will~~) upset and we (~~shall~~, ~~will~~) be drowned.
15. No one (~~shall~~, ~~will~~) help me, I (~~shall~~, ~~will~~) be drowned.
16. They (~~shall~~, ~~will~~) be punished.
17. My friends (~~shall~~, ~~will~~) be present.
18. I (~~shall~~, ~~will~~) be pleased to lend you the book. I am sure you (~~shall~~, ~~will~~) find it interesting.

LESSON 36—The Infinitive—Tense Relations

142. The Infinitive has two tenses—the present, and the past.

The present infinitive by means of adverbial modifiers may be made to express present, past, or future time; as, He ought *to go now*. He was obliged *to go yesterday*. I advised him *to go tomorrow*.

The present perfect infinitive denotes past time only.

Care should be taken that the tense of the infinitive corresponds to the time of action expressed by the principal verb in the sentence.

Caution: Do not use the past tense of the infinitive in correspondence with the perfect tense of the principal verb. Say, I should *have liked to see you*; or, I should *like to have seen you*. Do not say, I should *have liked to have seen you*, unless some specific time is stated.

Exercise 46

Correct the form of the infinitive where necessary in the following sentences:

1. He wished to ~~have seen~~ you.
2. She appeared ~~to be~~ happy.
3. I was thankful ~~to be born~~ in America.
4. This notice ought ~~to have been~~ published tomorrow.
5. This poem ought ~~to have appeared~~ yesterday.
6. We should like ~~to have seen~~ the "Newsboys' Feast."
7. I should like ~~to have met~~ you before my brother's departure.
8. We believe the box ~~to be opened~~ by the wrong person.
9. They would ~~have liked~~ to have been at the social.
10. We ~~had hoped~~ ~~to have seen~~ you before we left.

Exercise 46-a (Review)

143. Select the correct word from those in the parenthesis and make all other necessary corrections in the following sentences:

1. There (*come, comes*) John and Prof. Arnold his instructor to visit my sister and (*I, me*).
2. John is older than (*I, me*) but I can run fastest.
3. Mary is not (*so, as*) large as her sister but she is the (*best, better*) reader.
4. John is not (*as, so*) old as Tom but he is taller than (*he, him*).
5. Twenty thousand bushels of wheat (*was, were*) destroyed and twenty lives (*was, were*) lost (*in, by*) that fire.
6. The boys as well as their mother (*was, were*) hurt in the wreck.
7. Neither the mother (*nor, or*) her daughters (*were, was*) satisfied that it was my brother and (*me, I*) who assisted them.
8. Mary Brown and her mother (*have, has*) invited my brother and (*I, me*) to attend the party but neither my brother (*as, nor*) (*I, we*) can go.
9. We (*saw, seen*) mayor *B* m *B* Brown chairman of the republican committee at the reception of the visiting members.

LESSON 37—Dunning-Letters

144. These are letters requesting the payment of money or the adjusting of accounts. They require the exercise of great care and good judgment, for they should be written in such form that they will accomplish their purpose without giving offense. Circumstances may require that dunning-letters be rather severe in their terms, but they never should be discourteous nor offensive. The character of a dunning-letter will, of course, depend upon the nature of the case. Remember you can best appeal to an honest man or woman who is short of money, by sympathetic argument.

When the payment is not made at the proper time, three or four letters are generally used, the first a simple, brief request, the second a longer and stronger letter, and third a threat to place the account in the hands of an attorney or collection agency.

Demands for settlement of accounts should not be written upon postal cards, as it might render the writer liable for damages. The postal laws prohibit the writing of anything upon a postal card or upon an envelope that reflects injuriously upon the character or conduct of another.

The following is a terse and somewhat discourteous form of dunning-letter.

Mr. W. H. Harvey,
Oakland, Cal.

Berkeley, Cal., May 2, 1915.

Dear Sir:

Your account is now long past due. We cannot allow accounts to run longer than sixty days, and yours has gone beyond the limit. Please remit by return mail.

Yours truly,

The foregoing letter might secure payment of the account, but it would be liable to give offense. Compare this letter with the following form:

861 Canal St., Sacramento, Cal., June 16, 1915.

Mr. Wilson Barnes,
Chico, Cal.

Dear Sir:

You will please pardon us for calling your attention to the balance due on your account, \$185.00, which is now past due. We regret exceedingly to be compelled to urge you to make a settlement at the earliest possible date.

The goods were sold you on 60 days' time, and as our terms are inflexible, and as the account is now somewhat overdue, we must insist upon an immediate settlement.

I believe you will appreciate the situation, and will favor us with a prompt remittance.

Yours respectfully,

Notice that the wording of first letter is so curt as to offend the reader, instead of persuading him to pay the amount, while the second is courteous throughout, and yet firm enough to get the money in many cases.

Notice that the writer of the first letter did not mention the amount due. It is important that the amount be named in a letter of this kind.

Manly, dignified, and unlabored courtesy is the quality which gives finish to the business letter and commands respect.

Write a letter to Mr. R. D. Norton, 531 High St., Sonora, Cal. Call his attention to the fact that his account amounting to \$125.00 has been due for four months. Remind him of your having sent him several statements which seem to have been overlooked by him. Tell him that you have a number of heavy bills falling due the first of the month, which you will be unable to meet unless your outstanding accounts are paid promptly. Say that if he finds it inconvenient to pay it all just now, you would be glad to receive half the amount at once, and the remainder as soon as possible. Express the hope that he may realize the seriousness of your financial condition and that he may make a complete settlement soon.

Assume that you are R. D. Norton. Write a letter in answer to the letter written in Subject No. 1. You have found that you can pay a part of the amount you owe, \$25.00. Enclose your check for the amount you can pay at this time. Say when you will pay the remainder. Remember that you are assuming that your creditor will grant to you the extension of time asked for, and therefore you should not fail to express appreciation of the expected favor.

Exercise 46-b

145. Answer the following questions in writing and submit to your teacher:

1. On what occasion is it allowable to sign a business letter, Yours cordially?
2. When, Yours sincerely?
3. Why is Remington Typewriter capitalized?
4. Why not capitalize shift key?
5. Which is correct, The Turner Mfg. Co., or, The Turner Manufacturing Company?
6. Why is no period required after Feb'y? What is this called?
7. Why is the apostrophe required?
8. Is it proper to begin a sentence with figures?
9. If a word of slang is used in a sentence, how is it indicated?
10. Should a stenographer leave her employer's private letters lying around where the inquisitive may have a chance to read them?
11. Does the stenographer have the right to take her note-book from the office and divulge its contents to an outsider?
12. Should the stenographer use an expensive letterhead for carbon copy or second sheet?
13. When letters are left on the dictator's desk, how should they be placed?

LESSON 38—Choice and Use of Words

146. To become proficient in language a person must, first of all, have at command a good working vocabulary. Therefore, a painstaking effort to select and use the best words to express ideas should be our aim.

From words of equal meaning and propriety, always select the shortest, if you would express yourself with the greatest simplicity, directness, and force.

We quote from Isaac Pitman & Sons' "Style Book of Business English" the following letter which is a genuine advertisement and a remarkable illustration of the use and strength of short words:

Dear Sir:

If we could get you to try on a pair of our shoes we wouldn't have to talk to you any more.

Here's a shoe that your feet want. There is no rubber shoe discomfort—there can be no perspiring and chafing of the feet; it is easy to wear because it is light—and it never makes a sore joint.

You get complete protection where you want it—over the sole and the seam between sole and upper. No useless rubber to carry and to make an air-tight case for your feet to perspire in.

Stick to the shoe? Of course, more tightly than any old-style rubber ever made.

Now look at the fit of it—that means you have a stylish shoe, something no one ever claimed for the old rubber.

They are made for men and women.

Every good shoeman carries them. If you cannot get a pair, write us and we will send you our booklet, "Good News for Your Feet," and tell you how to get a pair.

Yours truly,

147. Study the following pairs of synonyms:

led	induced	agent	representative
got	obtained	sad	melancholy
done	effected	very	exceedingly
hard	difficult	leave	permission
wish	desire	talk	conversation
fine	excellent	think	contemplate
do	accomplish	cease	discontinue
plenty	abundance	vague	ambiguous

Exercise 47

148. Copy the following words and write beside each of them a **short** synonym. Consult the dictionary when necessary:

monotonous	philosophical	nourishment
notification	considerate	occurrence
obliterate	unquestionable	counterfeit
antiquated	indignation	unmistakable
obligation	extraordinary	barricade
spontaneous	ostentation	imperfection
diminutive	commendation	parsimonious
insinuation	amusement	partnership
performance	immediately	pusillanimous
disreputable	perspicuous	aristocratic
quintessence	compassionate	arrangement
transcription	recreation	controversy

149. We give here a few rules and suggestions for dividing words in printing and writing:

1. A syllable consisting of one letter should not stand on a line by itself.
2. In penwritten work it is better never to divide a word unless it is long.
3. Each syllable must contain a vowel.
4. Short words like *fiat*, *hero*, *first*, or words pronounced as one syllable, as, *changed*, *drowned*, etc., should never be divided.
5. In words having prefixes or suffixes the root-word should remain unchanged; as, *east-ern*, *cart-er*, *sweet-ish*, etc.
6. Never divide a syllable. When in doubt, consult the dictionary.

Exercise 48

150. Divide the following words into syllables:

Dancing, business, gimlet, willing, councilor, capture, marriage, vengeance fountain, allegiance, language, veranda, fortune, servant, progress, Wednesday, benefited, stories, process, traveler, generally, syllables, possible, expression, monopoly, simplest, mutually, whispered, magazine, attacked, preface, menace architecture, stoves, photograph, children, neither.

Exercise 49

151. After consulting the dictionary write original sentences, illustrating the correct use of the following words:

Commensurate, avarice, sordid, prudence, emoluments, enhance, abeyance, abscond, accrue, acme.

Exercise 50

152. Rewrite the following sentences substituting a short synonym for each of the words indicated:

1. He tried to *calumniate* the man's good name.
2. They were allowed an *abatement* of ten per cent.
3. I *abominate* this kind of weather.
4. We will *abrogate* the old contract and *consummate* a new one.
5. Please make me an *accurate* copy of this letter.
6. The people have an *abundance* of food.
7. I *acknowledge* that I was wrong in the matter.
8. He expresses himself with great *perspicuity* and force.
9. A *combination* of the two societies was effected last night.
10. The father gave his *acquiescence* to his daughter's marriage.

LESSON 39—Errors to be Avoided

153. Do not use *this here* and *that there*, for *this* and *that*. Say, *that* book, not *that there* book. Say, *this* sentence, not *this here* sentence.

1. Do not use *them* as an adjective. Say, *those* books, not *them* books.
2. Use *this* and *that* with singular nouns, and *these* and *those* with plural nouns. Say, I don't like *that* sort of apples, not *those* sort or *those* kind.
3. Use *each other* to show reciprocal relations between two persons or things; *one another*, among more than two. Say, These two people help *each other*. Those three people distrust *one another*.
4. Place adjectives and adverbs so they will modify the term intended. Say, I bought a pair of *new* shoes, not, a *new* pair of shoes. Say, I went *only* to the postoffice, if you mean you went nowhere else.
5. When an adjective is necessarily plural the noun it limits is plural. Say, *ten tons* of coal, not *ten ton* of coal.

6. Place modifiers so as to give strength, clearness, and euphony to the sentence. Practice sentence construction to that end.

7. Do not compare adjectives whose meaning will not admit of increase or diminution. Not a *rounder* ball, but a *more nearly round* ball.

8. Do not use double comparatives or superlatives. Do not say, *A more dishonester* man, or use similar expressions.

9. Do not attempt to better a faulty construction by worse punctuation; as, in the following sentence: A young couple from the East bought a beautiful residence from a real estate agent, that had a large bay window in front. It should read as follows: A young couple from the East bought from a real estate agent a beautiful residence that had a large bay window in front.

10. Avoid the use of *got* to denote possession. Say, I have a position; not, I got a position.

Exercise 51

154. Correct the errors in the following sentences, giving reasons for your corrections:

1. He ordered a fried dish of bacon.
2. All metals are less useful than iron.
3. Everyone of the three have expressed their willingness to help each other.
4. Them there hogs is more fatter than these here.
5. John found a black ladys hand-bag.
6. This is a more perfect specimen than that.
7. He don't like those kind of people.
8. Texas is larger than any state in the Union.
9. There goes the thief and his accomplice, and here come the sheriff with his posse searching for them.

Exercise 51-a

Select the correct word in the following sentences:

10. A variety of flowers (*make, makes*) a pretty garden.
11. Patience and diligence (*remove, removes*) mountains.
12. My poverty, but not my will, (*consent, consents*).
13. Each man, each woman, and each child (*knows, know*) the hour.
14. The father, as well as his sons, (*enjoy, enjoys*) the sport.
15. Let Mary and (*I, me*) go to the board, teacher.
16. Every boy (*has, have*) use for (*their, his*) own book.
17. I am the man who (*is, am*) able to help you.
18. Either he or I (*am, is, are*) to be appointed.
19. A number of settlers (*was, were*) driven from their homes.

LESSON 40—Courteously Worded Letters

155. Assume that you are manager of a business college in your city, that you had a young man, named Richard Holmes, apply to you for a course in bookkeeping. He did not have enough money to pay for the

entire term, but he seemed so anxious to succeed that you took his note for \$50.00. He finished his school work and was employed by a firm to which you sent him. He has now been working for about six months, but has not offered to make a payment of any amount on his note. Write him a letter in care of the N. C. Judson Company of San Francisco, California, asking for a settlement.

Remember that courtesy in either a written or verbal transaction draws people together. It creates a feeling of mutual respect and contributes much to the right adjustment of the worst difficulties. You cannot afford to be anything but kind and courteous, for there is nothing else in the whole range of human affairs that will bring you greater dividends. Therefore, in writing the letter as directed above, keep in mind this essential feature, for the absence of kindly courtesy in a letter of this character reduces it to a matter of cold-blooded indifference.

Exercise 52

156. Rewrite the following sentences, substituting single words for the phrases and clauses:

1. *In accordance with this*, education is becoming the work of nations.
2. *Persistent effort* succeeds in doing anything.
3. The wind *which never ceases* blows a blast *that is keen* tonight.
4. Goods *which are manufactured in England* are usually of a superior quality.
5. People *who are disposed to be indolent* do not often succeed.
6. *All at once* we espied a man of *diminutive* stature walking *with great rapidity* toward *the place, where we were standing*.
7. He secured the old man's signature by means *that were based on fraud*.
8. His voice was *loud enough to be heard*.
9. There were no railroads *at that time*.
10. The deer sprang *in haste* from his bed of grass.
11. We sailed on the river by *the light of the moon*.
12. A man *of courage* does not fear death.
13. We shall stop *at this place* today.
14. The size of the crops was increased by *watering the soil artificially*.
15. There was no cause *that was apparent* for his delay.
16. The man *that is wise* is the man of years.
17. These are expressions *of the same class*.
18. He was an actor *in comedy*.
19. They concluded *to do away with* single entry bookkeeping.
20. He was an associate *with him in crime*.
21. He is a person *who keeps books*.
22. He is well-known by his *being accurate*.
23. When we are met with *severe trials and misfortunes* we should try to be brave.
24. He *worked in opposition to* the new party.
25. *The art of recording business transactions* is taught to a large extent in our schools *that teach commercial subjects*.
26. He was *deranged in mind*.

Exercise 53

157. In the following sentences choose the proper word, remembering that *good* is usually an adjective, and *well*, an adverb:

1. That work was done (*good, well*) enough for anybody.
2. This pen is so poor that I can't write (*good, well*).
3. Does the candy taste (*good, well*)?
4. I feel pretty (*good, well*) today.
5. She likes these pictures very (*good, well*).
6. I think Fannie looks (*good, well*) in her black dress.
7. She sings very (*good, well*).
8. He did his work very (*good, well*).
9. This typewriter does not work very (*good, well*).
10. She does not make her shorthand notes very (*good, well*).
11. The music did not sound very (*good, well*).
12. I cannot see very (*good, well*) with these glasses.
13. The bicycle does not run (*good, well*).
14. To write (*good, well*) one must assume an easy position.
15. He talked (*good, well*) for a young man.
16. This paper does not look (*good, well*) with this color of ink.
17. The mimeograph does not work (*good, well*).

Exercise 54

158. After consulting the dictionary write original sentences illustrating the correct use of the following words:

Premonition, incumbent, invoke, convene, abatement, acrimony, actuate, allege, alleviate, antidote.

LESSON 41—Letter of Complaint

Exercise 54-a

159. You sent the Bancroft-Whitney Company, Chicago, Ill., an order for goods requesting them to ship not later than They acknowledged receipt of the order, but it is now and neither the shippers' receipt nor the goods have arrived. This delay has caused you to break faith with some of your best customers, and you should have had at least a letter from them telling why the goods were not shipped promptly. Unless the goods arrive by you cannot accept them under any condition.

160. Write a letter of complaint to the Bancroft-Whitney Company, setting forth the above facts. Keep in mind that courtesy and clearness are the most essential qualities of a good letter. Rudeness, curtness, and sarcasm, are even more inexcusable in writing than they are in conversation.

In writing to this firm the letter suggested, you will be justified in expressing yourself forcibly; for, to lose some of your best customers, to say

nothing about the profit on the sale of the goods, is no small matter, and yet this firm may not have received your order. Therefore, you should remember that courteous language, clearly expressed and to the point, is always the most forceful and impressive.

Exercise 54-b

161. Justify the use of the possessive sign in the following:

1. In answer to your advertisement in this morning's paper.
2. I have had six months' experience.
3. He lost a year's salary in a few weeks' time.
4. I am glad the day's work is done.
5. One year's training would make a capable stenographer.
6. Just a minute's time is required.
7. Have you read today's paper?
8. Six months' interest is now due.
9. Two months' tuition was paid.
10. The first quarter's rent is paid.

Exercise 55

162. Give the rule for the use of each comma in the following sentences. Refer to rules for use of comma:

1. Faith, hope, and charity should govern our lives.
2. Sink or swim, live or die, survive or perish, I am for the Declaration.
3. With a few simple words of introduction, the orator began his discourse.
4. Waiter, kindly bring me a glass of water.
5. One should never forget the old adage, "Honesty is the best policy."
6. Industry, energy, and good sense are essential to success.
7. If you take my advice, you will learn to punctuate properly.
8. You will, no doubt, follow my advice.
9. First, let us look at the facts.
10. The sun, which is in the center of our system, is millions of miles from us.
11. In view of these facts, we shall not advise you to return.
12. Mr. E. P. Heald, president of Heald's Colleges, has his office in San Francisco.
13. I sincerely trust, Miss Bowman, that you will recognize the importance of securing a commercial training.
14. Tell me with whom you associate, and I will tell you what you are.
15. Goldsmith says, "We should learn the luxury of doing well."
16. Looking from my window, I could see the ocean.
17. When one knows that he is dishonest, he always suspects that others will know it.
18. My father, who is in good health, is sixty years old.
19. As a stenographer in a large firm, young man, you will be in a position to know more about that concern.
20. John Smith, Sr., was elected alderman, dishonestly, we think.

LESSON 42—Letters Soliciting Trade

Exercise 55-a

163. Of all business letters, those soliciting trade are probably the most important. They belong to a class of letters that are expected to yield results in dollars and cents. They should be so composed as to please as well as convince. Letters of this kind may be written either in answer to inquiry or as a circular for general distribution.

You may assume that you are in charge of the correspondence of Blank's Business College and that you have received the following letter:
Modesto, Cal., Oct. 25, 1915.

Prin. Blank's Business College,
....., Cal.

Dear Sir:

I have been thinking about taking a course in a Business College, and would be much pleased, to have your latest catalogue. I would, also, like to know what your prices of tuition are and how long it would take me to finish a course. Can I take up the work in both the commercial and stenographic departments at the same time, and what is the cost of board and room in your city? When does the next term begin?

I shall be glad to hear from you soon,

Yours truly,

(Miss) Edna C. Rogers.

164. Answer the above letter. Keep in mind that your success in securing Miss Rogers as a student depends very largely on what kind of a letter you write. Very likely she has written to other schools and will receive letters from them. Tell her that you have forwarded under another cover your catalog and other literature, and that you trust she will give them her careful consideration. Mention how well your school is equipped; the kind of teachers you employ; how old and successful your school is; then say something about your methods being up-to-date; and your system of shorthand and bookkeeping being superior to all others. Mention any other features of your college that you think would help to convince her that your school is the best.

Did Miss Rogers capitalize, spell, and punctuate correctly in the foregoing letter?

Exercise 56

165. Write answers to the following questions and submit to the teacher:

1. What is *My dear Sir* called?
2. Do you capitalize *st.* and *ave.*?
3. Why do you capitalize the names of the days of the week and the months?

4. What is meant by the use of *cwt*, *via*, *per M*?
5. May a word of one syllable be divided?
6. May you divide *prayers*, meaning invocations, and *prayers*, those who pray?
7. Divide *progress*, a noun, and *progress*, a verb.
8. Which, if any, of the following divisions are correct?

posit-ion	remitt-ed	confus-ion
debit-ed	ne-cessary	practic-ally
9. How would you divide each of the following words:
Stand, burned, generally, omission, remainder, practical, indicates, published, should, passed, succession, printed?
10. Which is correct *alright*, *all right*, or *allright*?
11. How would you indicate that a word is to be written or printed in capitals? In italics? (Study your dictionary.)

Exercise 57

166. After consulting the dictionary in regard to the meaning of the following words, compose sentences illustrating their use:

Concession, irrelevant, exquisite, importune, admonish, embellish, adroit, counsel, affable, primary, idiomatic, euphony, ephemeral.

LESSON 43—Letters of Recommendation

167. A letter of recommendation should be deliberate, truthful, decisive. It should apply clearly and definitely to the career and capacity of the person for whom it is written in so far as they have come within the personal notice of the writer.

Letters of this class are either general or special. The former are addressed to the public in general, and the latter to individuals. Study the following forms:

To whom it may concern:

We take pleasure in giving the bearer, Miss Maud Davis, this unqualified endorsement. Miss Davis is a capable and accurate stenographer and is courteous and conscientious in all her work. She has been in our employ for three years, and leaves on account of the removal of her family to another city.

James A. Shepard.

West Coast Mercantile Co.,
710 Broadway,
Oakland, Cal.

Gentlemen:

In reply to your letter of July 15, it affords me great pleasure to say that we know Mr. Turner to be alert and diligent, as well as faithful in his

duties and loyal to his employers. He is a fine judge of goods and has done most of the buying in our dry goods department for the past two years.

We regret to lose him, but the position he seeks in your house is probably much better than anything we have to offer, and we hope that you will decide to employ him.

Very truly yours,

Chas. E. Deering.

It will be observed that a general letter of recommendation omits the customary complimentary closing, Yours very truly, etc.

Other forms for beginning such letters are:

This is to certify that Mr. Blank was in our employ, etc.

This is to testify to the ability, etc.

Exercise 57-a

168. Write a letter recommending J. A. Monroe as a bookkeeper; mention that he has been in your employ for two years; that his work has been entirely satisfactory; that he is punctual, accurate, reliable, and perfectly honest, that he is rapid in his work, and has tact in familiarizing himself with his employer's business so that he is capable of managing as well. He is out of a position owing to the dissolution of your firm.

169. The elements of a sentence may be transformed by substituting one part of speech, or modifier, for another. In choosing elements, single words are preferable to phrases or clauses; and phrases are usually preferable to clauses. Care should be taken, however, that the element chosen expresses the exact meaning intended.

Exercise 58

170. Rewrite the following sentences, substituting a word for the enclosed portion of each:

1. He turned out to be a man (*in whom no one could put any trust*).
2. He came up with the three (*men who attended to the garden*).
3. The morning rose in splendor (*that was undimmed by clouds*).
4. He is a man (*of sense*).
5. He labored (*with cheerfulness*).
6. The (*person who applies*) must be competent.
7. He is apt (*to make a gross mistake*) if he does not study the position (*with a great deal of care*).
8. She spoke to the (*man who keeps the accounts*).
9. He was (*incapable of paying his debts*).
10. They (*ascertained by mathematical process*) the cost of (*putting up*) the building.
11. He decided to (*mark out*) the matter (*in print that was not necessary*).
12. Men (*of wisdom*) interpret the laws (*of nature*).
13. The attack was (*one that could not be resisted*).
14. He is the (*one who began the hostilities*).
15. The cherry tree will (*put forth blossoms*) in the Spring.

16. Too soon the flowers (*of Spring*) will fade.
17. He spoke (*with decision*).
18. They rest (*in peace*).
19. Three fishers went sailing (*toward the West*).
20. (*As he rushed*) forward he shouted to his companions.

LESSON 44—Circular Letters

171. Circular letters in general are not different from other business letters, but are so written that they may be sent to different persons. These letters are usually printed on the multigraph, and such care should be taken in filling in the heading, etc., that they appear in every way as a personal typewritten letter. To be most effective they should be personally signed. The body of a circular letter might hold the close attention of the reader, but when he reaches the end and finds the name of the writer printed or stamped, the otherwise strong effect of the letter is usually lost.

Circular letters should be prepared with much care, not only in appearance, but in composition. Business men often make the mistake of spending thousands of dollars in sending out circular letters that are so poorly worded that they do not produce results. In writing circular letters, as in many other kinds of business letters, they should be given a personal ring if possible.

172. Where a series of circular letters are sent out, it is called a "follow-up system." Usually four to eight letters are used consecutively with cards, booklets, etc., until such time as the correspondent considers it unprofitable to continue. The number of letters to be used and the length of time between, must depend upon the nature of the business. The style of the follow-up letters must be adapted to the person who is to receive them. Business men, for instance, are accustomed to quick decisions and, therefore, require different treatment from that which a school boy or girl would require. These letters should be strong in personal tone, as should nearly all business letters. The cordial, inspiring, warming tone in letter-writing is what makes people do things.

173. The following letters used by a grocer with good success illustrate the manner of writing follow-up letters in a way that will attract attention and therefore get results:

Mrs. James Dashwood,
800 Henry St., Slidingville, N. Y.

August 21, 1915.

Dear Madam:

I take the liberty of calling your attention to my first-class grocery store, and of requesting the favor of your trade. You will be well satisfied with my service for the following reasons:

You know what a satisfaction it is to trade with a merchant who studies your individual needs and tries to please you. This is just what I do with every one of my customers. I please them because I try to please them. I make it my business to study their wishes and learn what they like. I keep a complete and excellent line of groceries, and if you express a preference for any special article, I will be sure to have what you want and the best of its kind.

I know that I can please you with my service and only ask that you give me a trial.

Very respectfully,

(Signed) John Pippin.

August 31, 1915.

Mrs. James Dashwood,

800 Henry St., Slidingville, N. Y.

Dear Madam:

I write to thank you for the orders that you have recently given me and also to make a suggestion which I feel certain will be agreeable to you. We are now in the height of the fruit and green groceries season and I know you would find it a great convenience if I were to write from time to time telling of the very best articles in these lines that I have or expect to have. This will save you much trouble. It will keep you constantly informed, without effort on your part, of the best that the market affords.

Among the specially good things that I have on hand at present are some little gem peas of exceptional quality which I am sure you would like. In the fruit line, raspberries and blackberries are now at their best, and I have the best.

I have also placed a special order for early Georgia peaches; the first choice pickings, which I expect to receive in a few days, and I shall be glad to let you know when they come.

Other good things will follow, and I will take care to let you know all about them.

Very respectfully,

(Signed) John Pippin.

174. We now give a series of seven follow-up letters for a typewriter company:

Gentlemen:

Our salesman reports a call on you in the interest of the Superior Typewriter and asks us to write you further concerning it. Inasmuch, however, as our machine will speak far more eloquently in its own behalf than is possible for us to speak for it, we earnestly solicit the privilege of demonstrating its many excellent and superior advantages to you.

The Superior marks an era in typewriting progress, and is modern to the minute in every detail of principle and construction. It is a typewriter, with all of the writing always in sight, and has long since passed through the experimental stage.

Remember that we guarantee to demonstrate that more and better work can be done on the Superior with less expense to you and less effort on the part of the operator, than can be done on any other writing machine built. This statement is worthy of your investigation. Please let us demonstrate its truth; it will cost you nothing, nor will it obligate you in any way to us.

Yours very truly,

Superior Typewriter Company.

Gentlemen:

We believe it is the policy of your office to be up to date. The Superior is up to the minute, both in principle and mechanical construction. Its use is a common-sense proposition that will promote your interests by increasing the facilities of your correspondence department from twenty to fifty per cent.

This is not idle talk, for we can demonstrate all we claim—highest character and most satisfactory results, both in quantity and quality of work, that is possible on any writing machine built. These facts are proved by the complimentary though vain efforts of the numerous manufacturers to imitate the Superior—the machine that has revolutionized the typewriter world.

A card or telephone call will bring our representative, who will give you further information.

Yours very truly,

Gentlemen:

There are three primary elements of power necessary to success—imagination, ambition, and integrity. Imagination pictures an ideal, leads to investigation, thence to information and improvements. Ambition is the parent of energy, which, together with information, begets confidence and trust and these inspire sympathy; thus integrity properly directs improvement and the motive powers of enthusiasm.

The Superior Typewriter is a product of these forces; it is a positive means by which the best possible end may be obtained. If you are ambitious to improve your office equipment, and are willing to investigate the Superior, we can demonstrate its principle and construction to be the acme of perfection, today.

Yours very truly,

Gentlemen:

This is a period of industrial growth and intellectual development; an age of progress and improvement; a remarkable era of achievement and advancement, wherein methods and inventions that were surprising in their perfection yesterday, so to speak, are today rendered crude and commonplace.

The Superior Typewriter demonstrates that its development has kept pace with the times, and is not only up-to-date, but it is up to the very minute in all the essential requirements necessary to enable you to get the best results from both your correspondence and billing departments. It embraces, in the highest degree of perfection, strength, symmetry, and simplicity, and is the axis upon which the typewriter world has swung around to a common-sense basis.

Character is stronger than reputation. The former represents a condition; the latter implies a doubt. The Superior has character, merit value. You want a typewriter, not a name plate; you want a machine of today, not yesterday. In short, you want a machine that will give you both quantity and quality of work. Try a Superior.

Yours very truly,

Gentlemen:

In the employment of your office help you doubtless recognize merit, and in the selection of a clerk you are willing to pay according to services rendered. From a cheap clerk you will naturally expect, and receive, cheap services; a typewriter is "office help," and the same rule should apply in its purchase.

There are cheaper machines on the market than the Superior, but there are none from which you can get the same amount of high-class work in the same length of time.

We know that you will be satisfied with nothing *short of the best* and are prepared to demonstrate to your satisfaction that more and better work can be done on the Superior Typewriter in less time, with less effort on the part of the operator, and with less expense to you, than can be done on any other writing machine built.

Yours very truly,

Gentlemen:

The new models 3 and 4 of the Superior Typewriter are not new machines. They are new models of an old machine. We wish to call your attention to the essential character of this difference.

A new machine usually represents nothing but inexperience, but the new models of the Superior are the sum and the fruit of the most complete experience which the typewriter world affords.

The development of the Superior is the history of the writing machine. The experience represented in the Superior embraces the whole history of the typewriter. It has been at all times sure of its ground and sure of itself.

We shall be glad to place one of our machines in your office for your personal examination, assuring you that it will cost you nothing in the event of your not desiring to purchase it. We trust we may be able to serve you further in the matter.

Yours very truly,

Gentlemen:

Our salesman tells us that while you recognize the advantage of owning and using a Superior Typewriter, you feel that you cannot afford to employ someone "especially to run the machine."

It will not be necessary for you to do so. Our Employment Department, which furnishes competent help to typewriter users, has lately been making a specialty of what we call "combination clerks," in other words, capable young men or women who are good machine operators and who also understand general business methods and are willing to do clerical work of anykind. Such a clerk can do all of your typewriting and when not so employed, can work as cashier, entry clerk, bookkeeper, sales clerk, or anything else you wish.

The combination clerk is everywhere solving the problem of furnishing competent operators for those who wish to use the typewriter but feel that they cannot afford to employ anyone simply to run the machine. The combination clerks will almost earn their wages in other ways and thus the actual cost of an operator of the machine becomes very small.

May we not be permitted to help you in this matter? We make no charge for this service.

Yours very truly,

Exercise 59

175. You are principal of the National Business College and should therefore have a series of six follow-up letters. The first should be suitable for an answer to an inquiry for catalog, terms, courses of study, etc. Then you should have three good strong letters that are suitable to send to either a young man or a young woman; then two that would particularly apply to the young man and two that would apply especially to the young lady.

In writing these letters keep in mind the following important ideas: That a business education is a necessary accomplishment for anyone; that the young person will be able to better his condition in life by the securing of

more desirable employment; that he should get a business education just as soon as possible; and that your school is the best place for him to obtain that education.

LESSON 45—Miscellaneous Exercises for Letter Writing

Exercise 60

176. You are in the Hardware Business: Mr. T. C. May has applied to you for a position as traveling salesman, and has referred you to the Pacific Hardware & Steel Co., of San Francisco for information as to character and ability.

You are very favorably impressed with Mr. May, but think it best to investigate his record. Therefore, before giving him employment you write to the Pacific Hardware & Steel Co., to see what they have to say.

You may also write the reply of the Pacific Hardware & Steel Co., stating that they personally regard Mr. May very highly. However, they do not believe that he has the necessary qualifications for a successful salesman. While having a pleasing manner, he is not aggressive enough to successfully cope with keen competition. He also lacks the personal charm that makes people popular and influential. He is conscientious and painstaking in all his work, but can not produce the necessary results. For these reasons they were obliged to let him go. They regret that they cannot consistently advise his engagement as a traveling salesman. They speak very highly of Mr. May's ability as an office assistant, as his habits and integrity are unquestioned.

Exercise 61

177. Write a letter to S. N. Wood & Co., 812 Market St., San Francisco, applying for a position as stenographer in their office, saying that you have heard there would be a vacancy soon.

Exercise 62

178. Make application by letter, for a position as traveling salesman for the Hartford Sterling Co., Philadelphia, Pa. Give reference, state experience, what territory you are familiar with, etc.

Exercise 63

179. Write a letter recommending Miss Sylvia Shone, who has superintended the cloak and suit department of your store for several years, and who has been found very faithful and efficient. Mention your regret at Miss Shone's decision to leave and state her reasons for doing so.

Exercise 64

180. Mr. J. W. Nixon, 216-13th Street, San Jose, Cal., a customer of yours, is usually delinquent, several amounts being considerably over due. He buys freely, but is slow in remitting. He has received several statements of your account with requests to remit, but has paid no attention to them. Write him a letter pressing him for payment as closely as you think advisable. Remember he is a good customer and you must word your letter in such a way that he will feel like paying the money but will not be offended.

Exercise 65

181. Mr. H. E. Cook of 425 McAllister St., San Francisco, Cal., sent an order to the National Mail Order Co., of Chicago, Ill., for an Acme Phonograph, No. 2, (catalog No. 108.) He enclosed \$45, the price given. It has now been four weeks, with no response to the letter. Assume that you are Mr. Cook and write a letter to this firm to see why you have not heard from them.

Exercise 65-a

Now assume that you are correspondent for the National Mail Order Co., and write to Mr. Cook stating that as the writer neglected to sign the letter, and as it was written on plain paper, and enclosed in a plain envelope, they had no means of determining from whom the order was received. They were investigating the matter when the second letter came, which solved the difficulty. They suggest that correspondents should always have name and address in letters, and that money should not be sent loose in envelopes. They add that the phonograph was shipped by Wells Fargo Express.

Exercise 66

182. Write a letter to Cunningham, Curtiss & Welch, 565 Market Street, San Francisco, Cal., ordering 100 Model Arithmetics, 150 sets Corporation Bookkeeping, 75 Practical Word Books, 100 Penmanship Manuals, 50 Dictation Tablets, and 25 sets Practical Course in Banking.

Tell them to ship by Wells Fargo Express as soon as possible.

Exercise 67

183. You are secretary of the Business Men's Club of your city, and owing to the fact that you are out of town a great deal, you find it impossible to attend the meetings regularly. Therefore, you feel that some one else should be appointed. Write a letter to the president, Mr. Geo. W. Collins, tendering your resignation, giving your reasons for doing so, and expressing the hope that the vacancy may be filled by some one who can personally attend the meetings.

Exercise 68

184. Assume that an uncle of yours is paying your way through school, and that he lives in Chicago, Ill. You recently received a letter from him asking you to give him as much information as possible about the course you are taking, i. e., the subjects you are studying, the amount of time you are devoting to each, etc. He also wants to know what your regular school hours are, what studies you are making the best progress in, and when you expect to finish your course. Write him the facts in the case.

Exercise 69

185. Mr. L. C. Belmont, Butte, Montana, has written to you in regard to typewriters. He wishes to buy one, and knowing that you have had some experience with the different makes, wishes you to write to him giving your opinion of them. Describe the different machines and recommend some machine, giving your reasons why you consider it the best.

Exercise 70

186. Sturtevant & McCully are in the hardware business (give address). On the first of June several important changes will take place. Mr. Duane Sturtevant will then retire, and Mr. D. E. Kitchen will be admitted as a partner. The name of the firm will then be McCully & Kitchen. Write a circular letter making this announcement, requesting a continuance of the favor and support of the house customers, and assuring them that there will be no relaxation in the effort to maintain the extensive business of the firm and to please the customers.

Exercise 71

187. You are in the wholesale business, and one of your traveling men is not sending in as large and frequent orders as you have a right to expect, considering the season, the amount you are paying him, and the territory assigned him. His sales are falling below all previous records. Times are good and you therefore expect an increase rather than a decrease. Write a letter stating the foregoing facts, but remember you should not say anything that will offend, as the salesman may not be to blame in the matter.

Assuming that you are the salesman, write a reply to the foregoing letter. Give as your reasons for doing such poor business the following: 1. Increase in price of goods you are handling. 2. Another firm is selling same quality of goods much lower. 3. The style and pattern of your articles are going out of date. Add anything else you think appropriate.

Exercise 72

188. You owe Olds & King of Portland, Oregon, \$497.50, which amount will be due in ten days. Write a letter to them enclosing your

certified check for \$250 and your note payable in 60 days with interest at 6% for the remainder of the amount due them. Tell them that you are sorry you are unable to send them the full amount, and give a reason for not being able to do so. Say that you appreciate the favors they have already shown you, and that you will be prepared to pay the note at maturity.

LESSON 46—Supplementary Exercises

Exercise 73

189. Rewrite the following sentences, properly punctuating and capitalizing, and give the rule for each mark and capital letter:

1. the newspaper is in fact the peoples book
2. physical exercise especially in the open air is of greatest importance
3. if money had been needed before it was still more needed now
4. now if you care to make us a fair reduction we will keep the goods
5. pride poverty and fashion cannot live in the same house
6. words which are the signs of ideas are spoken and written
7. he who sets a great example is great
8. youth looks forward age backward
9. mr chairman the subject shall receive immediate attention
10. the allegation is not true nor is the evidence sufficient to sustain it

Exercise 73-a

11. henry clay said i would rather be right than be president
12. of all the cases considered his was the worst
13. we have three bulwarks viz schools colleges and universities
14. some men distinguish the history of the world into four ages viz the golden age the silver age the brazen age and the iron age
15. the congressional library the finest in america is located at washington
16. all the railroads were blocked which caused great inconvenience to hundreds of people
17. we visited london paris florence rome and several other interesting european cities
18. if we cannot secure the franchise we will begin operations at once
19. the strike having been adjusted the miners returned to their work
20. the words all men are created equal are found in the declaration of independence

Exercise 73-b

21. low ideals slipshod work aimless systemless half hearted endeavors should have no place in your program
22. webster the orator and statesman was a native of new hampshire
23. tell me my friend all the circumstances
24. the matters having been arranged the company separated
25. there are pictures telling stories of mercy hope courage faith and charity
26. to the wise and prudent misfortune seldom comes
27. we should all therefore be able to punctuate correctly
28. if you desire success you must win it.
29. the man that had the line in his hand went eastward
30. i gave him a flower which he rudely crushed

Exercise 74

190. Give the rule for the use of commas in each of the following sentences:

1. Looking out of the window, we saw them coming.
2. Our minds should be free from bitterness, jealousy, hatred, envy, and uncharitable thoughts.
3. It seems certain, however, according to reliable reports, that a vast amount of property represents the loss sustained.
4. On the other hand, our influence upon the cruder class of immigrants has been exceedingly marked.
5. "I hate the name of it," said my father.
6. When a pronoun is added merely for emphasis and distinction, the comma is not inserted.
7. Properly speaking, there is no such thing as chance.
8. Boast not, my friend, of your talents.
9. Still, it may come out all right yet.
10. That important civic body, The Mission Improvement Club, has voted in favor of municipal ownership.
11. What it is our duty to do, we must do, not because anyone can force it from us, but because it is right.

Exercise 75

191. Rewrite the following sentences selecting the correct synonym. Consult the dictionary:

1. President McKinley was (*killed, murdered, assassinated*).
2. They have friends (*stopping, staying*) with them now.
3. He has neglected his personal appearance for so long that it has now become a (*custom, habit*).
4. The beautiful furniture was badly (*disfigured, defaced*).
5. Have you (*sufficient, enough*) courage to carry you through this ordeal?
6. At the approach of winter the birds (*abandon, forsake, desert*) their nests, and fly to the south.
7. I will (*settle, pay*) the bill.
8. Our thoughts (*form, shape, fashion, mould, stamp, cast*) our characters.
9. The (*apparel, garments, clothing, raiment, dress, garb, attire*) (*oft, frequently, often*) (*proclaims, indicates, reveals, discloses*) the man.
10. Health is the (*vital, necessary, essential, important, prime, chief*) principle of (*bliss, happiness, joy, enjoyment, delight*).
11. You should set a high price on your (*leisure, idle, unemployed, spare*) moments for they are sands of (*precious, rich, priceless, invaluable*) gold.
12. (*Candor, frankness, openness, sincerity*) is the seed of a noble mind.
13. We should not be so ready to (*censure, rebuke, reproach*) our fellow men for their (*faults, errors, mistakes*).
14. There is a very (*opportune, seasonable, timely*) article on the subject in the magazine.
15. He tried hard to (*recall, recollect, remember*) the date.
16. He wanted to (*prolong, lengthen, extend*) his visit at the Capitol.

17. A committee was appointed to (*address, accost, greet, salute*) the Governor upon his arrival.
18. The (*effect, result, consequence*) of the examination was not satisfactory.
19. It does not (*seem, look, appear*) to be very hard.
20. The present police force does not seem to be able to (*restrain, check, repress, hinder, limit, restrict*) the unlawful sale of liquor.

Exercise 76

192. In the following sentences select the correct synonym:
1. We must not (*change, vary, alter, modify*) the contract.
 2. He received his last month's (*pay, wages, salary, recompense*).
 3. There was so much (*opposition, resistance, hostility*) to the bill, in Congress, that it was finally (*refused, declined, rejected, repealed*).
 4. The view of the mountain is (*superb, magnificent, sublime*).
 5. It was a very (*amusing, laughable, ludicrous*) book.
 6. I have very important news to (*impart, disclose, communicate*) to you.
 7. The lady who (*lives, resides, dwells*) next to us is an artist of considerable (*ability, talent, capacity*).
 8. The more (*knowledge, erudition, learning, information*) one has, the better he is (*fitted, qualified*) for life.
 9. He was (*aware, conscious, sensible*) of a very (*unpleasant, disagreeable*) (*feeling, sensation*) coming over him.
 10. I have found the package (*alluded, referred*) to in your advertisement.
 11. That boy is (*perpetually, continually, always, constantly*) using "shall" for "will."
 12. He (*rejected, refused, declined*) the (*proposal, proposition*) made by his friend.
 13. Her death was hourly (*anticipated, expected*).
 14. The father had (*hoped, expected*) that his son would do well at school.
 15. What shall you (*ask, beg, request*) of me that I'll deny?
 16. Sympathy is (*timely, seasonable, opportune*) in the time of (*affliction, distress, trouble*).
 17. It requires hard study to (*acquire, obtain*) a foreign language.
 18. Careful writers (*discriminate, recognize, detect*) the (*merits, worth, value*) of words.
 19. We (*buy at, patronize*) Miller's grocery store.
 20. I was (*conscious, aware*) of a partial lapse of memory.

Exercise 77

193. Rewrite the following sentences selecting the correct word:

1. I (*shall, will*) pay my debts if determination can do it.
2. We (*will, shall*) all have a great deal of time for reading.
3. We (*will, shall*) endeavor to do all we can.
4. He thinks he (*shall, will*) be admitted to the bar.
5. She (*shall, will*) not attend the wedding on account of ill health.
6. They (*will, shall*) not elect their man if we can prevent it.
7. You (*shall, will*) enjoy the book very much.
8. I (*will, shall*) be pleased to see you again.

9. I (*shall, will*) never consent to be thus imposed upon.
10. We (*would, should*) like to grant your request if we could.
11. You (*should, would*) enjoy algebra if you understood it.
12. I do not know when I (*will, shall*) be here again.
13. The boat (*shall, will*) upset and we (*will, shall*) be drowned.
14. He (*will, shall*) not die if I can prevent it.
15. We (*will, shall*) be in time if we start now.
16. When (*shall, will*) the train arrive?
17. I (*will, shall*) never catch up, I am so far behind.
18. I (*shall, will*) be there at eight o'clock.
19. You did better than I (*should, would*) have done.
20. He may go, for I (*will, shall*) not oppose him.
21. She could do the work, if she (*should, would*) try.
22. We (*shall, will*) all be benefited by the change.
23. I (*shall, will*) keep my promise though the heavens fall.
24. She (*should, would*) not be inattentive if the subject interested her.
25. (*Shall, will*) I do the problems on the next page?

Exercise 78

194. Rewrite the following sentences, choosing the correct word:
Consult the dictionary.

1. Young people should (*hearken, attend, listen*) to the (*council, counsel*) of their elders.
2. I (*love, like*) good music.
3. Mother will not let us go (*unless, except, without*) it quits raining.
4. You (*shall, will*) offer your resignation at once.
5. If she (*would, should*) win the prize, we (*would, should*) be surprised.
6. She believed it to be (*I, me*) but I knew it was (*him, he*).
7. We raised (*fewer, less*) chickens this year than last.
8. I must have (*patients, patience*) to endure the load.
9. He was her sole (*dependant, dependence*) after the death of her father.
10. Three times you have (*defended, guarded, protected, shielded*) me from (*eminent, imminent*) danger.
11. Jennie looks (*some, something, somewhat*) like her mother.
12. I will raise her (*statue, stature, statute*) in gold.
13. The doctors (*proscribed, prescribed*) quinine.
14. The mountains and clouds are (*high, tall*).
15. Potatoes are very (*plenty, plentiful*) this season.
16. The ship's (*complement, compliment*) was thirteen guns.
17. It is the general (*opinion, verdict*) that the enterprise is a failure.
18. We have greatly (*enjoyed, appreciated*) your visit.
19. The misfortune will not (*effect, affect*) our business.
20. He (*asserts, claims*) that he is innocent.
21. I (*expect, suspect*) that he has been dishonest.
22. I will (*foot, pay*) the bills.
23. He (*employs, patronizes*) Dr. Henry.
24. I (*predict, prophesy*) that he will succeed.
25. He is not (*a success, successful*) as an author.

26. He was (*raised, reared*) in Virginia.
27. I (*remember, recollect*) the date.
28. He (*said, stated*) that he would be there.
29. She is (*staying, stopping*) at the hotel.
30. I am (*aware, conscious*) of your good intentions.

Exercise 79

195. Rewrite the following sentences correctly, choosing the proper word:

1. The criminal, closely questioned, (*disclosed, discovered, revealed, divulged*) the hiding place of his (*associate, confederate, accomplice*).
2. The president of the class (*convoked, convened*) a special meeting.
3. I am (*bound, determined, certain*) to go to the show.
4. The prisoner (*claims, asserts, says, maintains*) that he fired in self defense.
5. Mr. Brown (*calculates, intends, expects*) to get fifty cents a bushel for his corn.
6. His mother (*only spoke, spoke only*) to him and (*I, me*).
7. Mr. Benjamin (*chiefly spoke, spoke chiefly*) of judges of the supreme bench.
8. The money was divided (*between, among*) the five girls.
9. The writer (*confounds, confuses*) latitude with longitude.
10. The horse was so (*tired, fatigued*) that it could not travel (*further, farther*).
11. I think what he has to offer is a (*practical, practicable*) plan.
12. She is (*rather, quite*) pretty.
13. He is (*hardly, scarcely*) able to walk.
14. He (*answered, replied*) to my letter last week.

Exercise 80

196. Rewrite the following sentences, choosing the proper word:

1. I will go (*providing, provided*) you agree to (*remain, stay*).
2. We were supplied with an (*abundance, plenty*) of fruit.
3. The speaker (*hastened, hurried*) to the close of his address.
4. The defenders showed great (*courage, bravery, fortitude*).
5. I (*acknowledge, own, confess*) that I was wrong.
6. Why do you (*regard, consider*) him with (*distrust, suspicion*)?
7. There seems to be no (*distinction, difference*) between the two cases.
8. There is great (*diversity, variety*) of opinion regarding the matter.
9. It is not my (*design, purpose, intention*) to discuss the question.
10. The association (*assembled, convened*) at 8 o'clock.
11. He looks forward to the (*result, outcome, end*) with a feeling of (*assurance, confidence*).
12. The result of the (*examination, test*) showed that he had been (*idle, lazy, indolent*).
13. Can you (*rely, depend*) on the accuracy of his statement.
14. A good cashier is able to (*detect, see, recognize, discriminate*) (*counterfeit, spurious*) money.
15. The quality of their literature has greatly (*deteriorated, lessened, depreciated*).
16. The young man (*demeaned, disgraced, humbled*) himself by associating with a renegade.

Exercise 81

197. Rewrite the following sentences, choosing the correct word.

Consult the dictionary:

1. James G. Blaine never ceased to (*advocate, support, urge, promote*) treaties of reciprocity.
2. He is a man of (*limited, small*) ability.
3. I am not going to (*pack, carry*) this bundle any farther.
4. Are you (*posted, informed*) on the Philippine question?
5. My salary was (*raised, increased*) last week.
6. The committee (*recommends, advises, suggests, requests*) the adoption of this resolution.
7. The servant was (*dismissed, discharged*) for not obeying orders.
8. His word was highly (*creditable, credible*).
9. It is useless to urge him further, as his answer seems to be (*final, definite*).
10. His conduct was (*exceptional, exceptionable*).
11. (*Can, may*) I borrow your knife, please?
12. The teacher said I (*could, might*) borrow a pencil.
13. If I were rich, I (*might, could*) do much to relieve the poor.
14. I asked him whether I (*could, might*) come to see him.
15. I know I (*could, might*) answer all questions.
16. No one (*may, can*) solve the problem of life.
17. Anyone (*might, could*) be honest if he chose.
18. He (*could, might*) accomplish the task if he desired.
19. The boy asked the teacher whether he (*could, might*) change his seat.
20. He (*can, may*) do as he likes, for I will not interfere.
21. How much (*farther, further*) do you intend to go?
22. Our (*acts, actions*) speak more plainly than words.
23. The house was entirely (*empty, vacant*).
24. He is scarcely (*sensitive to, sensible of*) the cold.
25. The food furnished was (*healthful, wholesome*).

Exercise 82

198. Rewrite the following sentences, choosing the correct word.

Consult the dictionary:

1. A successful (*social, sociable*) was held in the church.
2. The vegetation is (*luxurious, luxuriant*).
3. (*Continuous, continual*) droppings wear the stone.
4. The students will please sit in the (*first two, two first*) rows.
5. I did not find the climate (*healthy, healthful*).
6. I (*had rather, would rather*) go today.
7. The old gentleman is (*noted, eminent, celebrated*) for his (*kindness, benevolence, beneficence*).
8. There is a striking (*resemblance, similarity, likeness*) between those sisters.
9. Did you (*bring, fetch*) the package from the express office?
10. There was much ill feeling (*among, between*) the four brothers.
11. The man's (*deception, deceit*) was a hateful trait of character.
12. (*Emigration, immigration*) has reduced the population of Ireland.
13. The murder of the German minister was a hideous crime, the (*enormity, enormousness*) of which is unparalleled.

LESSON 47—Summary of Important Facts in English

199. 1. Nouns that end in *s* are generally plural; as, *boys, cows*.

2. Verbs ending in *s* are singular; as, *comes, goes, does*.

3. The verb in a sentence must agree with its subject in number and person; if the subject is singular the verb must be singular; if the subject is plural the verb must have the plural form; as, *One is enough. Here are the two books*.

4. Remember the verb agrees with its subject in sense rather than in form. If the meaning of the subject is singular the verb must be singular, even though the subject has the plural form, and vice versa; as, *Ten inches of snow has fallen*.

5. If the subject is a collective noun, representing its members as acting in unison, the verb is singular; as, *The school has elected its leader*.

If the subject is a collective noun, representing its members as acting independently of each other, the verb is plural; as, *The school have eaten their luncheon in the hall*.

6. If the subject denotes quantity, though plural in form, the verb is singular; as, *Ten thousand bushels was sold*.

If the subject does not clearly denote quantity use the plural form of the verb; as, *Five days were spent in London*.

7. Singular subjects connected by *and* require a plural verb; as, *The cat and the dog like (not likes) milk. Here come Tom and she*.

8. If the singular subjects connected by *and* refer to one person or thing, the verb must be singular; as, *The mother and saint kneels in prayer*.

9. If the singular subjects connected by *and* are preceded by *each, every, or no*, the verb must be singular; as, *Every tree and every shrub is dead*.

10. When subjects are connected by *and too, and also, and not, if not, but not, or as well as*, the verb agrees with the subject first mentioned; as, *The boys, as well as their sister, were invited. The boy, and his sister, too, was commended*.

11. When subjects are connected by *or* or *nor* the verb must agree with the last subject mentioned; Either the captain or the sailors *are* to blame. Neither the thieves nor their accomplice *has been* captured.

12. If the subject is *either, neither, one, or everybody*, the verb to agree must be singular; as, *Either of them has the same right. Neither of them was hurt. One of the boys is here. Everybody is preparing his English lesson*.

The pronoun *you* always requires a plural verb. *You are true*.

13. If the subject is a *partitive* word followed by *of* with a singular object

the verb must be singular; as, A variety of *music charms* the ear. If the object of *of* is plural, the verb must be plural; as, A variety of *flowers charm* the eye. Three-fourths of the *words were* misspelled. Two-thirds of the *soil is* fertile.

The following are the most common partitive words: *variety, plenty abundance, number*, and words denoting the *parts of the unit*; as, *three-fourths, five-eighths*, etc. The word *number* preceded by *the* always requires a singular verb; as, The number of failures *is* remarkably small.

14. The number of the verb after a relative pronoun depends upon the number of the antecedent of the pronoun; as, The *boy who was* hurt has recovered. The *men who were* hurt have gone.

15. The only change in nouns to express case relations occurs in the possessive case relation. The apostrophe should always follow the last letter of the word; as, The *boy's* hat. The *boys'* fathers. The *men's* jobs.

Nouns have a number of case relations that pronouns do not usually have, notably adverbial objective, retained object, and factitive complement, etc. This summary deals only with those cases in which errors are likely to occur.

16. The nominative forms of the pronouns are: *I, we, he, she, they* and *who*. These forms should be used as subjects of finite verbs, or as attribute complements after copulative finite verbs, never in the objective relation; as, *He is* George. *Mary is she*. *I am he*. *We are they who* called.

17. The objective forms of the pronouns are; *me, us, him, her, them, and whom*. These forms should be used to complete the relations of transitive verbs or their participles, and prepositions; never as subjects or attribute complements of finite verbs. He and she sent the flowers to mother and *me*. Lucy and he invited Mary and *me*.

18. A noun or pronoun used to identify another noun or pronoun is put by apposition in the same case as the noun so identified. It was John, *he who* was promoted, who called. Would you strike me, *me, who* have so often befriended you?

I knew it was he. I knew it to be him.

It, in the first sentence, is in the nominative case and its attribute is in the nominative case; in the second sentence both *it* and *him* are in the objective case. Intransitive and passive verbs have same case after them as before them when both words refer to same person or thing.

19. Pronouns must agree with their antecedents in person, number, and gender, not in case. *Everyone* must attend to *his* own business. The *man* who can teach is *he* who knows. When a *person* makes a statement, *he* (not *they*) should be sure that it is true.

20. To compare two objects use the comparative form of the adjective; as, He is the *stronger*. She is *older* than I but I can write the *better*.

21. To denote equality between two objects use *as . . . as*. He is *as* old *as* I. To denote inequality use *so . . . as*. He is not *so* old *as* I.

22. Things that in themselves express quality in the highest degree can be compared only by use of an adverb.

This ball is *more nearly* round than that, not *rounder*.

23. Use of *shall* and *will*.

EXPECTATION OR PROBABILITY

I *shall* see you there.

You *will* see me there.

He *will* see me there.

DETERMINATION

I *will* be there.

You *shall* go.

He *shall* report to you.

Will with first person expresses determination or a positive promise to do something; with the second and third persons merely an expectation or probability.

24. The past form of an irregular verb should never be used with an auxiliary verb. Say, I *did* it, not I *have did* it.

25. The past participle of an irregular verb should never be used without an auxiliary verb. Say, I *have seen* it, not I *seen* it.

920-10:00 Penmanship.

10:00-10:45, Short hand

11:45-11:55 - Typewriting

level and apostrophe with personal
pronouns.

In gen, only nouns referring
to living object & nouns
personified & nouns represen-
ting time, have possessive form.

All sing nouns & all plur
nouns not ending in "s"
form possessive by adding
"s," all other nouns form
it by adding

All plur nouns
sufficient is all one needs.
Enough is all one wants.
A man may have sufficient
money but rarely has enough

